

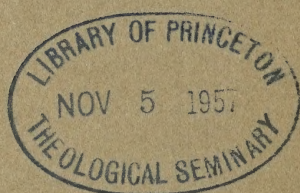
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Group Processes  
for  
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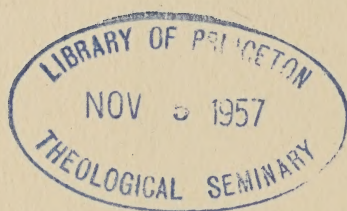


*Group  
Processes  
for  
Adult  
Education*

PAUL BERGEVIN

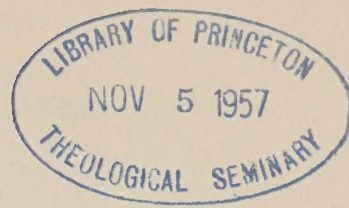
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# GROUP PROCESSES for ADULT EDUCATION

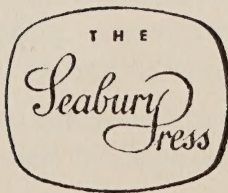
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## PREFACE

This booklet contains in outline form a number of suggested techniques which should prove helpful in the development of adult educational activities.

Such a booklet as this might also be used for reference by those interested in selecting a technique to suit particular adult educational needs. It should be recognized, however, that a technique alone, irrespective of its suitability, will not accomplish the whole purpose.

One of the striking problems in attempting to organize material of this sort is the difficulty encountered in specifically defining these various devices and outlining effectively the area each covers. There is even some disagreement among writers in this field on the definitions and purposes of some of these methods. The material presented here includes suggestions and methods selected for the most part from experience in the practical application of these devices in the communities of Indiana.

It was discovered that the devices described in this booklet are useful for volunteer workers in the area of adult education. There are several other devices which were considered in the experiment but are not included here because either they are impractical for general adult groups, or they are adaptations of those devices which are included, i.e., round table, clinic, convocation, debate, town meeting, congress.

This material was originally issued in mimeographed form and used experimentally throughout the state of Indiana. This present edition includes revisions and additions found advisable during experimentation in university classes and with adult groups in fifty Indiana communities.

For those persons interested in a more detailed study in this area, the selected bibliography will, we believe, be helpful.

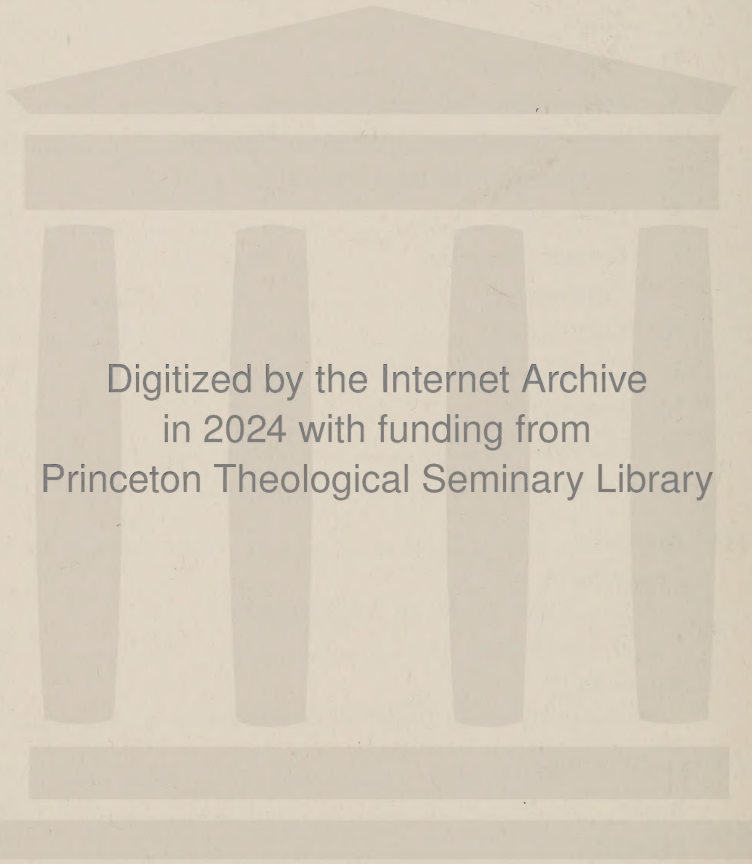




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## PART I

### EXPLANATORY STATEMENT

Our inadequacies waylay us on every hand. Problems in the family, the community, and the nation are constantly demanding our attention and must be handled in some fashion or other. The ability to recognize the various aspects of the problems with which we must deal, to examine the possibilities of several solutions, and to come eventually to some effective solution requires something more than mere desire. Our social and political ideas depend on everyone, not just a select few, for help.

Most people are aware of the need for more knowledge. We know that the more we know the more likely we are to analyze carefully situations which affect us and others with whom we must live; thus we are more certain to reach intelligent conclusions which contribute to the happiness and well-being of our fellowman, and ultimately, our own satisfaction and happiness.

More and more persons should recognize the vital part they must play in their communities. The churches, P.T.A.'s, lodges, study clubs, and neighborhood groups need large numbers of competent leaders. Many volunteer leaders from every section of our society must give some of their talents and their time to the many problems confronting all democratic organizations which make up our American communities.

### Good Leadership Is Essential

It is probably true that there are certain characteristics which make good leaders. Some persons by their personality traits and past training are fitted to act as leaders of groups. They recognize that true leadership means assisting others with their problems, guiding people intelligently, and pointing the way toward cooperative,



harmonious action within groups. The spirit and nature of their leadership is in harmony with the values which we think are essential to cooperative living. Such a helper-leader is an asset to his community because he understands and practices the ideals which maintain and further the utmost freedom of the individual, a freedom restrained only when it undermines the welfare of the group.

Against this picture of leadership we have the so-called leaders who are more concerned with the advantages to them than with the benefits they can render to society. Visions of grandeur have ruined the effectiveness of some persons; others understand leadership to mean only domination. People who have little faith in humanity are likely to believe in and to practice a form of leadership which always fails to develop others to their full stature. Such lack of regard for others usually ends in a retarded organization or a community dependent on these "leaders" for sustenance. Leaders who seem to have the answers and spoon-feed their followers have accepted a task which will cause the complete loss of dignity of the followers and their eventual disintegration into nothing more than a mass.

There are dangers in extremes. In one instance the leader might interpret his task as one which calls for the exercising of strong disciplinary techniques and the use of arbitrary methods. At the other end of the scale we find leaders who are so anxious to be democratic that they provide little or no real leadership. These persons accept the responsibility of leadership but fail the groups which they should serve by letting the groups get into such a disorganized state that they become anarchical. To believe that anyone can say anything on any subject at any time he pleases before any group he selects is to confuse liberty with license. Such a plan fails to keep privilege in tune with responsibility. The leader who recognizes the need for a limited amount of discipline and organization and purposeful free expression senses the essence of leadership. The discipline under good leadership is often self-imposed.

In many instances people hesitate to offer their services as community group leaders because they say they are not good talkers. Sometimes this vague limitation is a striking advantage. Most leaders of groups talk entirely too much. There are also many, many other reasons given by timid persons for escaping their democratic responsibility to assume leadership. Most of the "reasons" are invalid excuses. While it is true that some persons can do a better job at group leadership than others, it is nevertheless equally true that a great number of people who are not actively engaged in community activities could do an acceptable job in leadership if they were willing to try it.

Certain acquired techniques can help one become a good leader. These techniques are relatively simple. With some practice the average person becomes quite proficient in methods of leadership and an extremely valuable asset to his community.

### Choosing Effective Devices

In addition to understanding some of the techniques of leadership there are a number of devices which can be used effectively in adult activities when persons are familiar with them. Here are listed in outline form a number of methods used successfully by many groups for many years.

Each device outlined is, in itself, a particular medium for a particular purpose. No one device will serve equally well for all purposes. Some devices such as the speech and symposium (modern concept) are formalized techniques and are used when a formal presentation is indicated. Other media like the group discussion method and forums are rather informal.

Careful analysis must be made to determine which medium or media will best fit your needs. Consideration must be given to:

- a. The character of the problem to be considered. Is it a controversial issue? Do the people know much about the subject?



Does it require action, or is it more of an informative type of problem?

- b. The facilities available. What sort of room, rooms, auditoriums, halls, etc? Consider heat, ventilation, seating, etc. Are blackboards, pencils, paper, chalk, special lighting, and loudspeaking equipment needed or desirable? Where can these things be obtained?
- c. The nature and size of the crowd or group expected. Will the group represent a cross-section of the economic and social community or will it be one type of group? Will the people who attend be men, women, or mixed? Will they know very much about the subject to be considered? Do they come to such meetings with rather definite points of view and a readiness to express them or do they require some stimulation? How many people are to be present?
- d. The availability of competent leadership. Do you have capable persons whom you can call upon to act as chairmen, group leaders, speakers, moderators, or whatever type leader is needed for the meeting or series of meetings to be conducted?

Too often persons responsible for adult programs are not only unfamiliar with the wide range of devices available but also with the characteristics of these devices from which to select the particular type of educational program best suited to their purpose. They may be acquainted with a few methods, particularly the speech and the panel, and therefore use these to the exclusion of all others. If a careful analysis of the purpose and scope of the activity is made, it will be discovered that there probably are one or more devices that will suit the needs better than others. The speech, panel, and other more familiar devices are valuable and should be used when the occasion demands their use, but other simple instruments might be more effective for the particular job to be accomplished. At any rate, time spent before the program in analyzing the problem and in determining the proper device or devices to be used will be time well spent.

## **Informality**

Adult education differs from some types of education

in that much of it is conducted in an informal fashion. Adults respond to informality. The usual educational procedure with its focal point of teacher-pupil relationship does not appeal to the great majority of adults. Adults generally have more to offer to the group than younger students. Adult groups are enriched by the contributions of the leader and each individual member of these groups. To get the full value of an adult educational experience every resource must be tapped, not the least of which are the adult students themselves.

Informality is not to be confused with lack of planning and organized effort. It is essential to the success of an adult program that a substantial learning experience be provided in a comfortable atmosphere. Sometimes it is necessary to use the formal methods as represented in the speech or lecture. This is particularly true when a group is introduced to a new subject with which they are unfamiliar. Formal devices are also valuable when it is necessary to give positive directions of an instructional character requiring little if any comment from the group. The situations determine the device to be used, but it is well to remember that people enjoy participation. This we must learn how to accomplish effectively.

## Analysis

A number of important characteristics must be clearly identified before an accurate determination of the device to be used can be made. Before deciding on the device or devices to be used it might be helpful to consider the following questions:

Do you plan to:

- a. Identify a problem?
- b. Explore a problem?
- c. Analyze a problem?
- d. Attempt the solution of a problem?
- e. Extend present interest on a problem or situation?
- f. Create interest?



- g. Act as a decision-making body?
- h. Obtain general group opinion?
- i. Offer information only?
- j. Determine a course of action?

In all probability you will answer more than one of the above questions in the affirmative. Since certain devices are used for specific purposes, the outcome of your consideration of these questions will in part help you to determine what group devices will most effectively do the task which you hope to do.

After you have determined the character of the problem confronting you, the next steps in the preparation of the program would fall into some such order as this:

- a. Arrange suitable facilities
- b. Select proper leaders, moderators, chairmen, or whatever leadership is necessary
- c. Instruct these leaders in the nature and scope of their jobs
- d. Determine whether or not reading materials should be made available to the adult participants in advance of the meetings  
(Appropriate reading materials which are made available before the activities begin often richly reward the participants and the planners. It is quite disconcerting to attend a meeting when very few persons have a sufficient background of the subject being considered to offer any intelligent comments. Often they will know so little about the subject that they cannot ask pertinent questions. Sometimes the providing of such reading materials is not practical but whenever it can be done provisions should be made for their use. Local librarians are often helpful in this matter.)

Planning and leadership are jobs most persons can do competently provided they are willing:

- a. To examine carefully the techniques used successfully by others
- b. To assume responsibility
- c. To solicit the cooperation of others
- d. To use the instrument or instruments suited to the occasion which they are planning

## PART II

### DEVICES FOR GROUP MEETINGS

#### A. SPEECH\*

##### 1. Definition

A speech is a carefully prepared oral presentation of a subject by a qualified individual. It is generally characterized by formality.

##### 2. Application

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To present an objective viewpoint, giving a fair and impartial treatment to the subject under consideration
- b. To present a fair analysis of one side of a controversial issue
- c. To direct the audience toward subsequent reading or inquiry
- d. To impart information in a direct and formal manner
- e. To provide the incentive for audience participation on a particular subject using the forum technique after the speaker has finished
- f. To entertain or inspire the audience
- g. To identify a problem
- h. To explore a problem

##### 3. Physical needs

###### a. Audience comfort

- (1) Temperature should be approximately 65° F. at start of meeting. Make one person responsible for maintaining proper temperature and ventilation
- (2) Audience must be comfortably seated
- (3) Audience must be able to see and hear the speaker. The speaker must be able to see the entire audience
- (4) Audience must not face glaring light

###### b. Selection and arrangement

- (1) Select room or auditorium appropriate to the size of the group and the character of the meeting
- (2) Provide platform or stage

---

\* "Speech" is used in preference to "lecture" because of the formal meaning usually associated with the word lecture.



- (3) Provide a speaker's stand and sufficient light for him to see his notes
- (4) Secure a public address system if necessary
- (5) Use learning aids if needed: wall maps, charts and graphs, movies, slides, blackboard, or easel with paper. If the above are used, careful consideration must be given to their location and whether or not they are adequately suited to the particular situation
  - (a) A film that is appropriate to the speech but only casually mentioned by the speaker can be detrimental to the program. Every effort must be made not to use or permit the use of distracting devices. Maps and materials detract from the speech if allowed to remain in front of the audience after their use. These should be used and put away
  - (b) If a projector is used, an electrical outlet must be available. The outlet should be tested prior to the meeting to see if it is serviceable and "live" when the room lights are turned off
- (6) Adequate seating arrangements for speaker and chairman should be provided on the stage or platform

#### 4. Personnel involved

##### a. Description

- (1) The chairman—the presiding officer of a meeting. He should be chosen for his ability to plan and carry out the details of a meeting, be generally intelligent, have a sense of humor, and possess a good speaking voice
- (2) The speaker—should be well informed in the subject matter he is presenting. He should stick to his subject and present it in a logical fashion, be aware of audience peculiarities, and address himself to the occasion in an appropriate manner
- (3) The audience—usually composed of individuals interested in the subject being discussed. Their intellectual levels and interests will vary considerably. Their mere presence at the meeting is an indication of some interest. It is absolutely essential to adapt the program to the needs and interests of the audience

Many of the individuals who make up an audience have made up their minds one way or another before they come to the meeting. Some know very little if anything about the subject being discussed and others

are well informed. The group may contain individuals who do not recognize the existence of a problem or are unable to identify the problem in terms of personal values. Another section of the audience may contain individuals who know something about the issues being discussed but who have not come to any definite conclusions

**b. Duties**

**(1) The chairman:**

- (a) Plans the meeting and makes all necessary arrangements
- (b) Starts the meeting promptly at the time scheduled
- (c) Welcomes the group
- (d) Introduces the speaker
- (e) Closes the meeting

**(2) The speaker:**

- (a) Presents a carefully prepared speech to the audience
- (b) Delivers the speech in a logical manner, with or without notes, but does not read a paper
- (c) Respects the wishes of the chairman and the audience by keeping within the scheduled time. Forty-five minutes is long enough

**(3) The audience:**

- (a) Reads available materials pertaining to the topic before the meeting
- (b) Extends common courtesies to the speaker
- (c) Prepares for further discussion as a community body for future action, if action is indicated

**5. Advantages of the "Speech"**

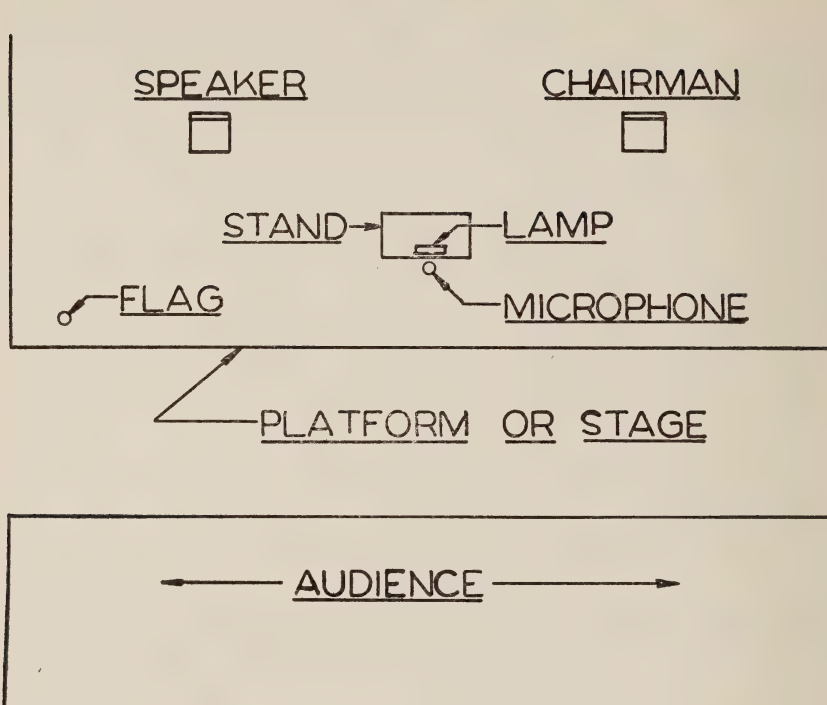
- a. Provides a good way to present new material and information
- b. Offers an opportunity for listening which is easier than reading for many people
- c. Furnishes a way to present unified material
- d. Can stimulate active listening
- e. Is one of the easiest types of programs to organize

**6. Limitations of the "Speech"**

- a. Audience has no opportunity for complete participation
- b. A passive learning situation only might result
- c. Effects upon those who listen cannot be known positively
- d. Irresponsible speaker might distort facts and appeal to baser emotions



## 7. Diagram



## **B. SPEECH-FORUM**

### **1. Definition**

The speech-forum is a learning method which consists of an organized speech given by a qualified person and a period immediately following the speech during which there is active audience participation in free and open discussion.

This combination of the speech and the forum as a learning device is generally superior to the speech alone. The speaker, being aware of the forum to follow, is more likely to stimulate the group to active listening during his speech. He also must be prepared to support his statements; this awareness means a more carefully considered speech.

### **2. Application**

The speech-forum may be used when one or more of the following are indicated:

- a. When audience participation is essential for a more complete realization of the learning process
- b. When it is desirable to expand or clarify the speech by giving members of the audience an opportunity to:
  - (1) Ask questions of the speaker
  - (2) Add to the information which the speaker has presented
  - (3) State their own opinion on the subject being discussed
- c. When further identification of the problem is to be indicated
- d. When the problem under consideration is to be further explored
- e. When the character, tone, and general opinion of the group is to be obtained

### **3. Physical needs**

See description listed under "Speech", page 13

### **4. Personnel involved**

#### **a. Description**

- (1) The chairman-moderator—an individual or perhaps two individuals who act as a "go-between" for the speaker and the audience. He is skilled in the techniques of handling an audience and stimulating group participation. Sometimes the chairman of the meeting also acts as moderator; if so he should possess the necessary qualifications of a moderator
- (2) The speaker—during the forum period the speaker answers questions and comments on remarks made by

the audience. While the forum is being conducted, his status is that of a consultant.

- (3) The audience—during the forum as many members of the audience as possible actively participate in the program. A forum cannot be operated successfully with a passive audience. The character and amount of the participation often depends on:
  - (a) The interest which the speaker has stimulated
  - (b) The skill of the moderator in handling the meeting
  - (c) The knowledge of the audience on the subject being treated

b. Duties during the forum period

- (1) The moderator:
  - (a) Informs the audience of the nature of the forum period and their responsibilities
  - (b) Restates the questions asked and directs them to the speaker
  - (c) Encourages and develops audience participation during the meeting
  - (d) Develops and maintains a friendly and informal atmosphere. A good moderator avoids the use of sarcasm and keeps his temper
  - (e) Keeps within the time allowed for the forum period (thirty minutes is considered practical)
  - (f) Recognizes members of the audience one at a time. If written questions are submitted, he tries to arrange them in some logical order before presenting them to the speaker
  - (g) Plans for audience participation prior to the meeting
  - (h) Makes practical applications within the knowledge of the audience whenever possible
  - (i) Changes tactics of discussion to fit the problem at hand
  - (j) Avoids taking sides
  - (k) Avoids talking too much
  - (l) Prohibits a monopoly of talk
  - (m) Uses time judiciously; avoids spending time on trivial matters
  - (n) Recognizes one who has not spoken in preference to one who has
  - (o) Presents a summary



- (2) The speaker:
  - (a) Answers questions asked, if possible
  - (b) Comments on remarks made
  - (c) Confines remarks to short statements related to the subject. Guards against making a series of new speeches
  - (d) Develops and maintains a friendly atmosphere
- (3) The audience
  - (a) Prepares written and/or oral questions and remarks
  - (b) Speaks clearly and loudly so all can hear
  - (c) Phrases comments clearly
  - (d) Maintains concepts of common courtesy (i.e., one member speaks at a time)

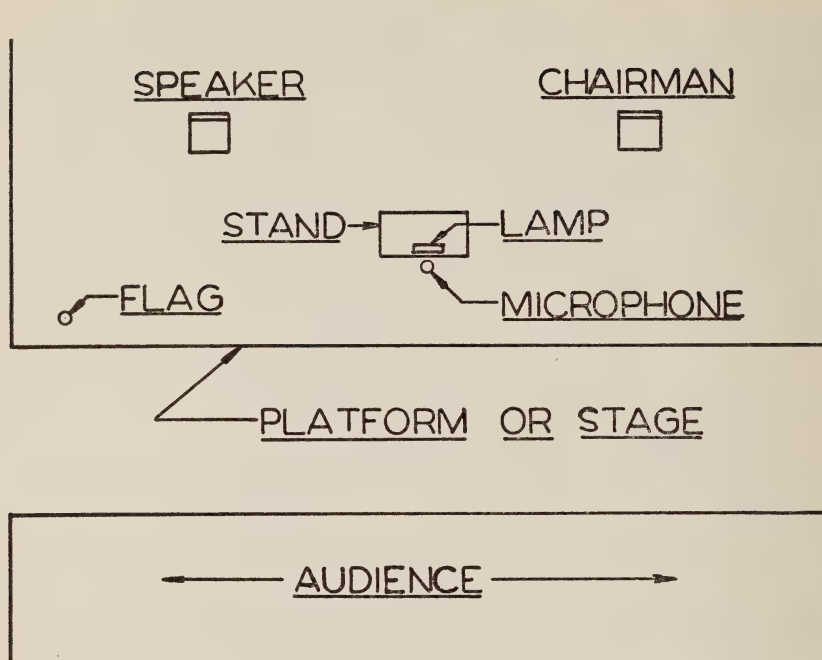
## **5. Advantages of the Speech-Forum**

- a. Promotes active listening
- b. Can be a valuable educational experience to those who only listen
- c. Promotes spontaneity of thought and expression among some members of the group
- d. Promotes an understanding of democratic institutions
- e. Can be a lively and interesting educational experience
- f. Can stimulate subsequent activities: study, thought, and action
- g. Promotes personal participation
- h. Helps people to identify themselves as members of a group
- i. Establishes a friendly atmosphere through informality

## **6. Limitations of the Speech-Forum**

- a. The time limit for the forum will not allow full audience participation
- b. Timid persons will not participate
- c. The extrovert will often talk long and loud, whether or not he has anything of importance to say, to the exclusion of the more thoughtful person
- d. Limited capability and cooperativeness of the speaker can turn the forum period into a boresome, time-wasting session
- e. Since only one person makes the speech, the information offered may be limited
- f. A poorly trained moderator can ruin the discussion by his ineptness or his desire to answer questions instead of referring them to the speaker

## 7. Diagram



## **C. PANEL**

### **1. Definition**

A group of four to eight persons who have a special knowledge of the topic sit at a table in front of the audience and hold an orderly and logical conversation on the assigned topic.

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To identify the problem to be considered
- b. To explore the issue
- c. To give the audience an understanding of the component parts of the problem
- d. To weigh the advantages and disadvantages of a course of action
- e. To create audience interest in the issue
- f. To offer information about the problem
- g. To establish an informal contact with the audience

### **3. Physical needs**

#### **a. Audience comfort**

- (1) Temperature should be approximately 65° F. at start of meeting. Make one person responsible for maintaining proper temperature and ventilation
- (2) Audience must be comfortably seated
- (3) Audience must be able to see and hear the chairman, moderator, and panel members
- (4) Audience must not face glaring light

#### **b. Selection and arrangement**

- (1) Select room or auditorium appropriate to the size of the group and the character of the meeting
- (2) Provide platform or stage
- (3) Provide chairs and tables to accommodate the chairman, moderator, and panel members
- (4) Secure a public address system with individual microphones if necessary

### **4. Personnel involved**

#### **a. Description**

- (1) The chairman—the presiding officer of a meeting. He should be chosen for his ability to plan and carry out the details of a meeting, be generally intelligent, have a sense of humor, and possess a good speaking voice
- (2) The moderator—an individual who acts as a “go-between” for the panel members. He is skilled in the techniques of handling an audience and stimulating



group participation. Sometimes the chairman of the meeting also acts as moderator; if so, he should possess the necessary qualifications of a moderator

- (3) The panel members—the panel is composed of four to eight carefully selected persons chosen for their particular knowledge and interest in the subject to be discussed. The panel should be composed of persons who can offer representative views on the topic under consideration
- (4) The audience—usually composed of individuals interested in the subject being discussed. Their intellectual levels and interests will vary considerably. Their mere presence at the meeting is an indication of some interest. It is absolutely essential to adapt the program to the needs and interests of the audience

Many of the individuals who make up an audience have made up their minds one way or another before they come to the meeting. Some know very little if anything about the subject being discussed and others are well informed. The group may contain individuals who are not aware of the existence of a problem or are unable to identify the problem in terms of personal values. Another section of the audience may contain individuals who know something about the issues being discussed but they have not come to any definite conclusions

#### b. Duties

- (1) The chairman:\*
- (a) Plans meeting and makes all necessary arrangements
- (b) Starts the meeting promptly at the time scheduled
- (c) Welcomes the group
- (d) Introduces moderator and panel members
- (e) Closes the meeting
- (2) The moderator
- (a) Meets with panel members prior to the meeting and coordinates the prospective program
- (b) Assists panel members at a preliminary meeting to agree upon a method and plan of presentation
- (c) Introduces the topic to the audience and explains the nature of the program

---

\* Often the chairman of the meeting acts as the moderator

- (d) Leads and coordinates the discussion which is presented by the panel members
- (e) Presents an occasional summary during the meeting and a final summary
- (f) Turns the meeting back to the chairman if a chairman is used. If the moderator also acts as chairman, he closes the meeting
- (3) The panel members:
  - (a) Hold preliminary planning meeting
  - (b) Prepare material on the subject
  - (c) Talk without being prodded by the moderator
  - (d) Converse intelligently
  - (e) Keep to the subject being discussed
  - (f) Talk loudly enough to be heard
  - (g) Confine remarks to short periods of time. Two or three minutes is considered to be the maximum time for each contribution
  - (h) Remain seated and otherwise maintain an informal and friendly atmosphere
- (4) The audience:
  - (a) Studies available material pertaining to the topic before the meeting
  - (b) Extends common courtesies to the panel members and the moderator
  - (c) Arranges for further discussion as a community body for future action, if action is indicated

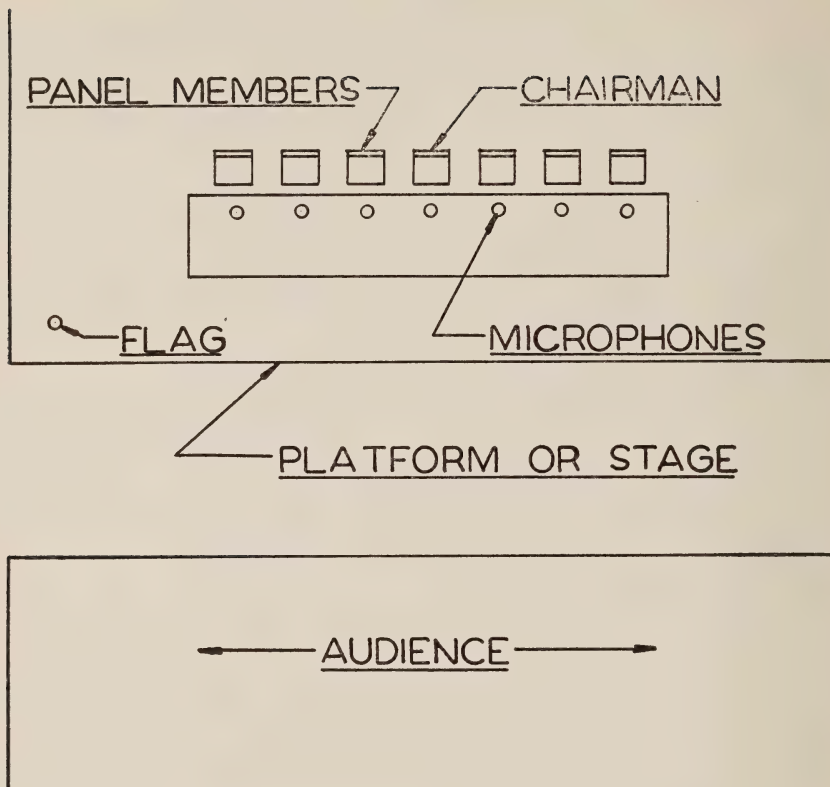
## **5. Advantages of the Panel**

- a. Gives the audience an opportunity to "listen in"
- b. A group of persons (panel members) often interest an audience more than an individual could
- c. Exposes several points of view
- d. Promotes active and dramatic presentation of subject matter
- e. Produces an atmosphere of informality

## **6. Limitations of the Panel**

- a. Often does not allow enough time for each panel member to present and defend a series of comments
- b. Often does not offer an opportunity for the consolidation of a group of opinions or facts
- c. Does not present itself in any particular order
- d. Sometimes is not effective because the moderator does not make a complete and accurate summary

## 7. Diagram





## **D. PANEL-FORUM**

### **1. Definition**

The panel which is followed immediately by an audience participation period of free and open discussion is called a panel-forum.

### **2. Application**

The panel-forum may be used when one or more of the following purposes are indicated:

- a. To get audience participation if it is essential for a more complete realization of the learning process
- b. To expand or clarify a panel discussion by giving members of the audience an opportunity to:
  - (1) Ask questions of the panel members
  - (2) Add to the information which the panel members have presented
  - (3) State their own opinion on the subject being discussed
- c. To obtain the character, tone, and general opinion of the group
- d. To explore the component parts of the problem under consideration
- e. To weigh the advantages and disadvantages of a course of action
- f. To create audience interest
- g. To offer information in an informal manner
- h. To establish informal contact with the audience

### **3. Physical Needs**

See description listed under "Panel", page 21

### **4. Personnel involved**

#### **a. Description**

- (1) The moderator—an individual who acts as a "go-between" for the panel members and the audience. He is skilled in the techniques of handling an audience and stimulating group participation. Sometimes the chairman of the meeting also acts as a moderator; if so, he should possess the necessary qualifications of a moderator
- (2) The panel members—the panel is composed of four to eight carefully selected persons chosen for their particular knowledge and interest in the subject to be discussed. The panel should be composed of persons who can offer representative views on the topic under consideration

- (3) The audience—during the forum as many members of the audience as possible actively participate in the program. A forum cannot be operated successfully with a passive audience. The character and amount of the participation often depends on:
  - (a) The interest which the speaker has stimulated
  - (b) The skill of the moderator in handling the meeting
  - (c) The knowledge of the audience on the subject being treated

b. Duties

- (1) The moderator:
  - (a) Plans with panel members prior to the meeting
  - (b) Plans for audience participation prior to the meeting
  - (c) Informs the audience of the nature of the forum and the responsibilities of the audience
  - (d) Encourages and develops audience participation during the meeting
  - (e) Restates and directs the questions asked by the audience to a panel member
  - (f) Develops and maintains a friendly and informal atmosphere. A good moderator avoids the use of sarcasm and keeps his temper
  - (g) Keeps within the time allowed for the forum period. Thirty minutes is considered practical
  - (h) Recognizes members of the audience one at a time. If written questions are submitted, he tries to arrange them in some logical order before presenting them to the panel members
  - (i) Makes practical applications within the knowledge of the audience whenever possible
  - (j) Changes tactics of discussion to fit the problem at hand
  - (k) Avoids taking sides
  - (l) Avoids talking too much
  - (m) Prohibits a monopoly of talk
  - (n) Uses time judiciously; avoids spending time on trivial matters
  - (o) Recognizes one who has not spoken in preference to one who has
  - (p) Presents a summary

- (2) The panel members:
  - (a) Talk without being prodded by the moderator
  - (b) Converse intelligently and courteously
  - (c) Talk loudly enough to be heard
  - (d) Keep to the subject being discussed
  - (e) Confine remarks to short periods of time. Refrain from speech-making. Two or three minutes is considered to be the maximum time for each contribution
  - (f) Develop and maintain an informal and friendly atmosphere
  - (g) Speak to the point. If they don't know, they should say so
- (3) The audience:
  - (a) Reads available material pertaining to the topic before the meeting
  - (b) Extends common courtesies to the panel members and moderator
  - (c) Arranges for further discussion as a community body for future action, if action is indicated

## **5. Advantages of the Panel-Forum**

- a. Stimulates more audience interest when they participate
- b. Gives an opportunity for the audience to "talk back"
- c. Guards against formal speeches. Informality exists among panel members and between a panel member and a member of the audience
- d. Promotes a valuable educational and social experience when a good-tempered discussion is held among persons of different opinions
- e. Presents preliminary information about a problem
- f. Broadens the area and scope of information presented because a number of people participate

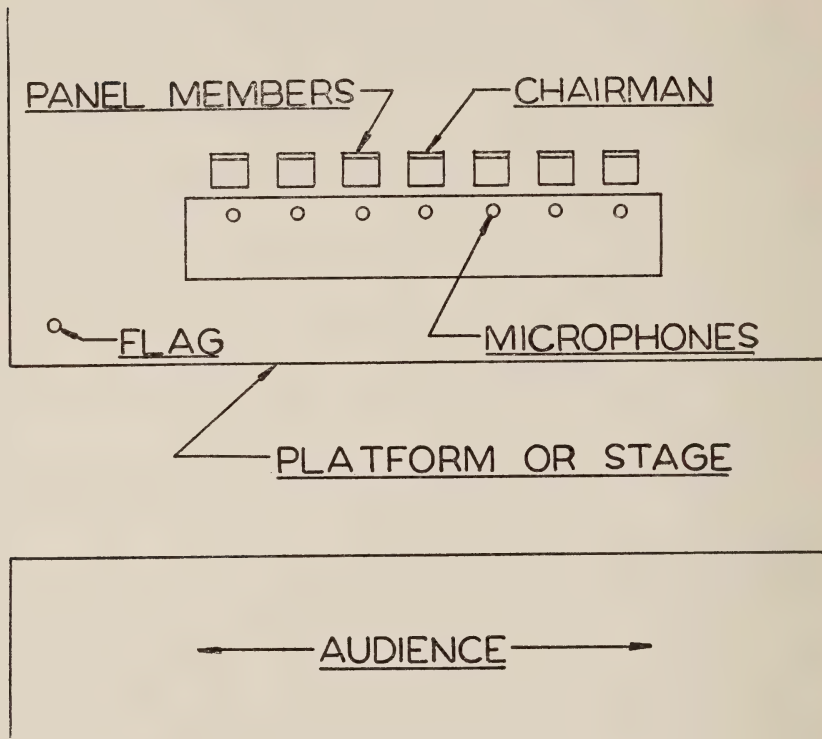
## **6. Limitations of the Panel Forum**

- a. A tendency to wander from the topic often occurs
- b. Time limit makes it impossible to allow all audience members to participate actively
- c. A poorly trained moderator can ruin the discussion by his ineptness or his desire to answer questions instead of referring them to the proper persons
- d. The "talking over" of the discussion by a small group of intellectual autocrats hinders democratic procedures
- e. Timid persons will not participate
- f. The extrovert will talk long and loud, whether or not he



has anything of importance to say, to the exclusion of the more thoughtful person

## 7. Diagram



## **E. SYMPOSIUM (MODERN CONCEPT)**

### **1. Definition**

A symposium is a series of speeches which usually two to five experts, under the direction of a chairman, give on as many aspects of a problem as there are speakers present.

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following features:

- a. To present several objective viewpoints, giving a fair and impartial treatment to the subject under consideration
- b. To present a fair analysis of several sides of a controversial issue
- c. To direct the audience toward subsequent reading or inquiry
- d. To present information in a direct and formal manner
- e. To provide the incentive for audience participation on a particular subject using the forum technique after the speakers have finished
- f. To stimulate thinking in a one-interest group
- g. To assist people in clarifying parts of a problem and to enable them to see the relationship of the part to the whole
- h. To identify a problem
- i. To explore a problem

### **3. Physical Needs**

#### **a. Audience comfort**

- (1) Temperature should be approximately 65° F. at start of meeting. Make one person responsible for maintaining proper temperature and ventilation
- (2) Audience must be comfortably seated
- (3) Audience must be able to see and hear the chairman and each symposium speaker. The chairman and speakers must be able to see the entire audience
- (4) Audience must not face glaring light

#### **b. Selection and arrangement**

- (1) Select room or auditorium appropriate to the size of the group and the character of the meeting
- (2) Provide platform or stage
- (3) Provide a speaker's stand and sufficient light for the speakers to see their notes
- (4) Secure a public address system if necessary
- (5) Use learning aids if needed: wall maps, charts and graphs, movies, slides, and blackboard or easel with

paper. If the above are used, careful consideration must be given to their location and whether or not they are adequately suited to the particular situation

- (a) A film that is appropriate to the speech but only casually mentioned by the speaker can be detrimental to the program. Every effort must be made not to use or permit the use of distracting devices. Maps and materials detract from the speech if allowed to remain in front of audience after their use. These should be used and put away
- (b) If a projector is used, an electrical outlet must be available. The outlet should be tested prior to the meeting to see if it is serviceable and "live" when the room lights are turned off
- (6) Provide adequate seating arrangements for symposium members and chairman on the stage or platform

#### 4. Personnel involved

##### a. Description

- (1) The chairman—the presiding officer of a meeting. He should be chosen for his ability to plan and carry out the details of a meeting, be generally intelligent, have a sense of humor, and possess a good speaking voice
- (2) The symposium speakers—should be well informed in the subject matter they are presenting. They should stick to the subject and present it in a logical fashion, be aware of audience peculiarities, and address themselves to the occasion in an appropriate manner
- (3) The audience—usually composed of individuals interested in the subject being discussed. Their intellectual levels and interests will vary considerably. Their mere presence at the meeting is an indication of some interest. It is absolutely essential to adapt the program to the needs and interests of the audience.

Many of the individuals who make up an audience have made up their minds one way or another before they come to the meeting. Some know very little if anything about the subject being discussed and others are well informed. The group may contain individuals who do not recognize the existence of a problem or are unable to identify the problem in terms of personal values. Another section of the audience may contain

individuals who know something about the issues being discussed but who have not come to any definite conclusions

**b. Duties**

**(1) The chairman:**

- (a) Plans the meeting and makes all necessary arrangements
- (b) Starts the meeting promptly at the time scheduled
- (c) Welcomes the group
- (d) Introduces the symposium speakers
- (e) Introduces the subject for discussion
- (f) Conducts the meeting
- (g) Closes the meeting

**(2) The symposium speakers, each:**

- (a) Presents a carefully prepared speech to the audience. This speech presents one viewpoint of the general topic being discussed
- (b) Delivers speech in a logical manner with or without notes, but does not read a paper
- (c) Respects the wishes of the chairman and the audience by keeping within the scheduled time limit. Ten minutes per speaker is the maximum

**(3) The audience:**

- (a) Reads available material pertaining to the topic before the meeting
- (b) Extends common courtesies to the speakers
- (c) Prepares for further discussion as a community body for future action, if action is indicated

**5. Advantages of the Symposium**

- a. Presents new material and information
- b. Offers an opportunity for listening which is easier than reading for many people
- c. Presents several sides of a problem
- d. Stimulates active listening
- e. Presents speeches that are short and to the point
- f. Keeps the audience alert

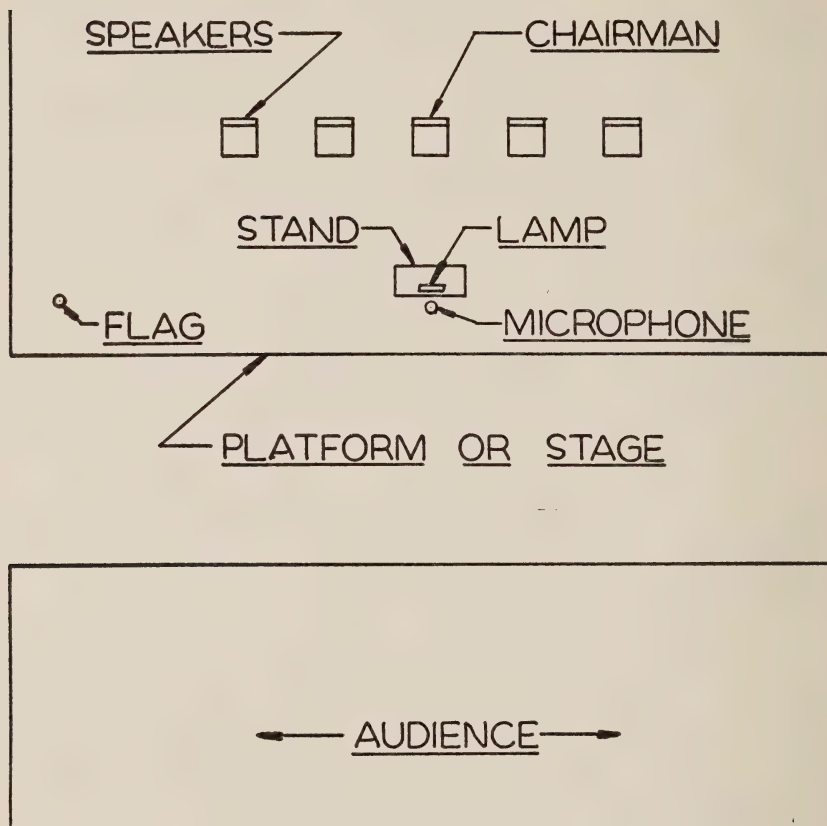
**6. Limitations of the Symposium**

- a. The audience does not have much chance to participate
- b. Insufficient time often prevents the complete development of the subject
- c. A passive learning situation can result from this activity
- d. It is difficult to determine the effects upon those who listen
- e. It is easy to overlook a point of view



- f. Speakers may use persuasion rather than present a fair and objective statement of the problem

7. Diagram



## **F. SYMPOSIUM-FORUM (MODERN CONCEPT)**

### **1. Definition**

A symposium which is followed immediately by an audience participation period of free and open discussion is called the symposium-forum.

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To expand or clarify the several speeches of the symposium by giving members of the audience an opportunity to:
  - (1) Ask questions of the speakers
  - (2) Add to the information which the speakers have presented
  - (3) State their own opinion on the subject being discussed
- b. To explore the problem further
- c. To obtain the character, tone and general opinion of the group

### **3. Physical needs**

See description listed under "Symposium (Modern Concept)," page 29

### **4. Personnel involved**

#### **a. Description**

- (1) The moderator—an individual who acts as a "go-between" for the speakers and the audience. He is skilled in the techniques of handling an audience and stimulating group participation. Sometimes the chairman of the meeting also acts as moderator; if so, he should possess the necessary qualifications of a moderator
- (2) The symposium speakers—during the forum period they answer questions and comment on remarks made by the audience. While the forum is being conducted they are no longer speakers in the usual meaning. Their status has changed to that of consultants
- (3) The audience—during the forum as many members of audience as possible actively participate in the program. A forum cannot be operated successfully with a passive audience. The character and amount of the participation often depends on:
  - (a) The interest which the speaker has stimulated
  - (b) The skill of the moderator in handling the meeting

- (c) The knowledge of the audience on the subject being treated

**b. Duties**

**(1) The moderator:**

- (a) Plans with speakers prior to the meeting
- (b) Plans for audience participation prior to meeting
- (c) Gives a brief introduction to the program
- (d) Gives a brief introduction of each speaker
- (e) Informs the audience of the nature of the forum period and of their responsibilities
- (f) Restates the questions asked and directs them to one of the speakers
- (g) Encourages and develops audience participation during the meeting
- (h) Develops and maintains a friendly and informal atmosphere. A good moderator avoids the use of sarcasm and keeps his temper
- (i) Keeps within the time allowed for the forum period (thirty minutes is considered practical)
- (j) Recognizes members of the audience one at a time. If written questions are submitted, he tries to arrange them in some logical order before presenting them to a speaker
- (k) Gives a brief summary
- (l) Makes practical applications within the knowledge of the audience whenever possible
- (m) Changes tactics of discussion to fit the problem at hand
- (n) Avoids taking sides
- (o) Avoids talking too much
- (p) Prohibits a monopoly of talk
- (q) Uses time judiciously; avoids spending time on trivial matters
- (r) Recognizes one who has not spoken in preference to one who has

**(2) The symposium speakers:**

- (a) Combine careful preparation with effective presentation
- (b) Answer questions asked if possible
- (c) Comment on remarks made
- (d) Confine remarks to short statements related to the subject. Guard against making a new speech
- (e) Develop and maintain a friendly atmosphere

(3) The audience:

- (a) Actively participates in the forum
- (b) Prepares written and/or oral questions and remarks
- (c) Speaks clearly and loudly so all can hear
- (d) Phrases comments clearly
- (e) Maintains concepts of common courtesy (i.e., one member speaks at a time)

5. Advantages of the Symposium-Forum (Modern Concept)

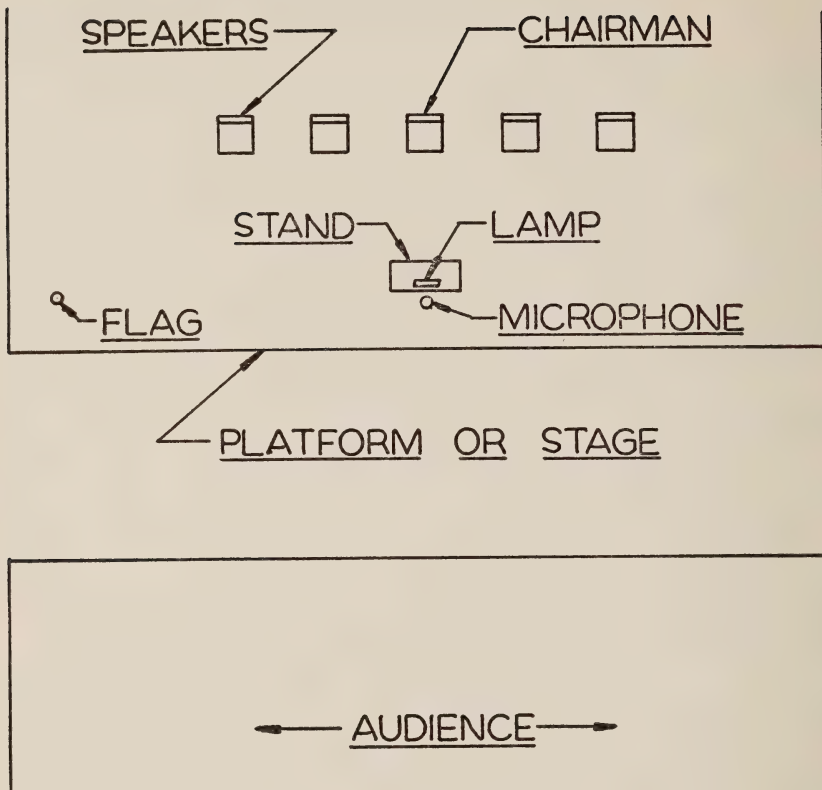
- a. Gives information
- b. Assists the listener in further analyzing the problem
- c. Explores several paths to a controversial problem
- d. Offers a more unified presentation
- e. Encourages speakers to make careful preparation
- f. Presents a technique that is best for large audience
- g. Promotes more active listening
- h. Presents a valuable educational experience to those who only listen
- i. Promotes spontaneity of thought and expression among some members of the group
- j. Promotes an understanding of democratic institutions
- k. Promotes a lively and interesting educational experience
- l. Stimulates subsequent activities: study, thought, and action
- m. Promotes and extends the values of personal participation
- n. Helps people to identify themselves as members of a group
- o. Identifies a problem
- p. Explores a problem

6. Limitations of the Symposium-Forum

- a. The time limit for the forum will not allow full audience participation
- b. Timid persons will not participate
- c. The extrovert will often talk long and loud, whether or not he has anything of importance to say, to the exclusion of the more thoughtful person
- d. Limited capability and cooperativeness of the speakers can turn the forum period into a boresome, time-wasting session
- e. A poorly trained moderator can ruin the discussion by his ineptness or his desire to answer questions instead of referring them to the proper persons



## 7. Diagram



## **G. SYMPOSIUM (ANCIENT CONCEPT)**

### **1. Definition**

A group of five to twenty persons meet in a home or private dining room to enjoy good food, music, entertainment, fellowship, and intellectual enlightenment through informal discussion.

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following features:

- a. To provide a complete program (i.e., social activity, food, entertainment, and discussion)
- b. To examine the component parts of a subject
- c. To extend to individuals an opportunity for self-expression
- d. To provide an opportunity for people of similar interests to exchange ideas in an informal and friendly atmosphere
- e. To provide an opportunity for husband and wife to associate with friends

### **3. Physical needs**

- a. Group comfort
  - (1) Temperature should be approximately 72° F. during the meeting
  - (2) Group must be comfortably seated around the dinner table
  - (3) Individuals of the group must be able to see and hear all other members present
  - (4) The group should not face a glaring light
- b. Selection and arrangement
  - (1) Select room appropriate to the size of the group and the character of the meeting
  - (2) Provide a suitable menu
  - (3) Secure the necessary equipment and personnel for the musical portion of the program. If the meeting is held in a private home a record player and suitable selections can be used
  - (4) Provide for the removal, following the meal, of all items not to be used in the discussion period, or move to another room

### **4. Personnel involved**

- a. Description
  - (1) The symposiarch—the presiding member of the meeting. He should be chosen for his ability to plan and carry out the details of the meeting, be generally intelli-

gent, have a sense of humor, and possess a good speaking voice

- (2) The group—a small number of invited persons generally interested in associating with each other and exchanging ideas

**b. Duties**

- (1) The symposiarch:

- (a) Plans the meeting and makes the necessary arrangements
- (b) Selects a specific subject to be discussed with approval of the group
- (c) Attends to such details as starting and stopping all parts of the meeting at an appropriate time
- (d) Presides in an indirect, informal and friendly manner. Acts as a guide or helper rather than director
- (e) Recognizes one person at a time who has something to say
- (f) Encourages and develops group participation
- (g) Participates in the meeting fully, since the symposiarch is considered a regular member of the group. He can speak on a point, offer opinions, and take sides in a discussion if he so desires
- (h) Avoids talking too much
- (i) Prohibits talkative persons from monopolizing the meeting

- (2) The group members:

- (a) Read material on the topic before the meeting
- (b) Talk on the subject
- (c) Talk as individuals, not as types
- (d) Talk on different aspects of the subject
- (e) Are informal and friendly in their relationships
- (f) Extend common courtesy to one another by not monopolizing the conversation or showing-off
- (g) Feel a personal responsibility for the success of the meeting, and therefore participate fully and voluntarily
- (h) Respect the opinions and points of view of the other group members

**5. Advantages of the Symposium (Ancient Concept)**

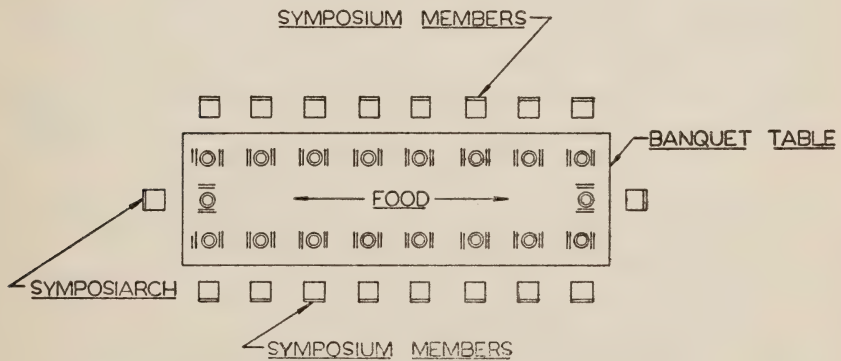
- a. Eating together in an informal setting tends to eliminate real or imaginary social and intellectual barriers

- b. Food, music, and mutual interests develop an agreeable learning situation
- c. All have an opportunity to participate
- d. It is often easier to get timid and introvertive persons to participate in this type of meeting than in some other types
- e. Each person has an opportunity to present an idea more fully than in many other types of meetings
- f. Introduction of subject during meal prepares each person for the main discussion

## 6. Limitations of the Symposium (Ancient Concept)

- a. The group will operate successfully only with persons of similar interests and intelligence levels
- b. Such a program is not purposeful or direct in intent
- c. A combination of food and discussion may cause some of those present to be rather lethargic and indifferent to the intellectual aspects of the meeting
- d. Only relatively small numbers of persons are involved in this medium
- e. Such an affair often provides information of a general character
- f. In this type of symposium it is sometimes difficult to distinguish fact from opinion because of statements made based on careless thinking

## 7. Diagram





## **H. COLLOQUY**

### **1. Definition**

A colloquy is an informal method of discourse which is a modified form of the panel, using one group of three to four persons from the audience and another group of three to four resource persons or experts on the subject to be considered. The panel members selected from the audience present the problem and the experts comment on the various aspects of it. The general audience and the panel members participate whenever they so desire under the guidance of a moderator.

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following:

- a. To identify a problem
- b. To explore the issue
- c. To give the audience an understanding of the component parts of the problem
- d. To clarify the problem in terms of the understanding and vocabulary of the audience
- e. To attempt a solution of the problem
- f. To weigh the advantages and disadvantages of a course of action
- g. To establish an informal contact with the audience
- h. To be used when more than a casual interest is shown in the subject being discussed

### **3. Physical needs**

- a. Audience comfort
  - (1) Temperature should be approximately 65° F. at start of meeting. Make one person responsible for maintaining proper temperature and ventilation
  - (2) Audience must be comfortably seated
  - (3) Audience must be able to see and hear the moderator and colloquy members
  - (4) Audience must not face glaring light
- b. Selection and arrangement
  - (1) Select room or auditorium appropriate to the size of the group and the character of the meeting
  - (2) Provide platform or stage
  - (3) Provide chairs and table to accommodate the moderator and colloquy members
  - (4) Secure a public address system with individual microphones if necessary

#### 4. Personnel involved

##### a. Description

- (1) The moderator—an individual who develops the discussion of the experts, the audience representatives, and the audience. He is skilled in the techniques of handling discussion and stimulating group participation. Sometimes the chairman of the meeting also acts as moderator; if so, he should possess the necessary qualifications of a moderator
- (2) The colloquy members—resource members are chosen for their particular knowledge and interest in the subject to be discussed and the audience representatives are chosen for their interest in it and their ability to ask questions and make intelligent comments so as to clarify the problem for themselves and the audience
- (3) The audience—usually composed of individuals interested in the subject. Their intellectual levels and interests will vary considerably. Their presence at the meeting is an indication of some interest. It is absolutely essential to adapt the program to the needs and interests of the audience

Many of the individuals of the audience have made up their minds one way or another before they come to the meeting. Some know very little if anything about the subject and others are well informed. The group may contain individuals who are unable to identify the problem in terms of personal values. Another part of the audience may be individuals who know something about the issues being discussed but have not come to any definite conclusions

The character and amount of the participation often depends on:

- (a) The original interest and that which may be created during the meeting
- (b) The skill of the moderator in handling the subject
- (c) The knowledge of the audience on the subject being treated

##### b. Duties

- (1) The moderator:
  - (a) Plans with panel members prior to the meeting
  - (b) Plans for audience participation prior to the meeting

- (c) Informs the audience of the nature of the colloquy and the responsibilities of the audience
  - (d) Encourages and develops audience participation during the meeting
  - (e) Restates and clearly and audibly directs the questions asked by the audience to one of the panel members
  - (f) Develops and maintains a friendly and informal atmosphere. A good moderator avoids the use of sarcasm and keeps his temper
  - (g) Keeps within the time allowed. Maximum time is one hour and a half
  - (h) Recognizes members of the audience one at a time
  - (i) Makes practical applications within the knowledge of the audience whenever possible
  - (j) Changes tactics of discussion to fit the problem at hand
  - (k) Avoids taking sides
  - (l) Avoids talking too much
  - (m) Prohibits a monopoly of talk
  - (n) Uses time judiciously; avoids spending time on trivial matters
  - (o) Recognizes one who has not spoken in preference to one who has
  - (p) Remains seated to establish informality
  - (q) Summarizes occasionally during the meeting and delivers a final summary
- (2) The colloquy members:
- (a) The resource members:
    1. Contribute when their opinion is needed
    2. Keep to the subject being discussed
    3. Confine remarks to short periods of time. Refrain from speech-making
    4. Speak in a language the audience understands
    5. Remain seated during entire meeting
  - (b) The audience representatives:
    1. Prepare themselves on the subject
    2. Present the problem
    3. Ask questions of the experts
    4. Seek to clarify in terms of audience interpretation
    5. Stimulate audience participation

(3) The audience:

- (a) Studies material pertaining to the topic before the meeting
- (b) Extends common courtesies to the moderator and all members of the colloquy
- (c) Arranges for further discussion as a community body for future action, if action is indicated
- (d) Recognizes the fact that a colloquy includes them as actively participating members
- (e) Makes use of the resource members as consultants or specialists much as they would use a book

**5. Advantages of the Colloquy**

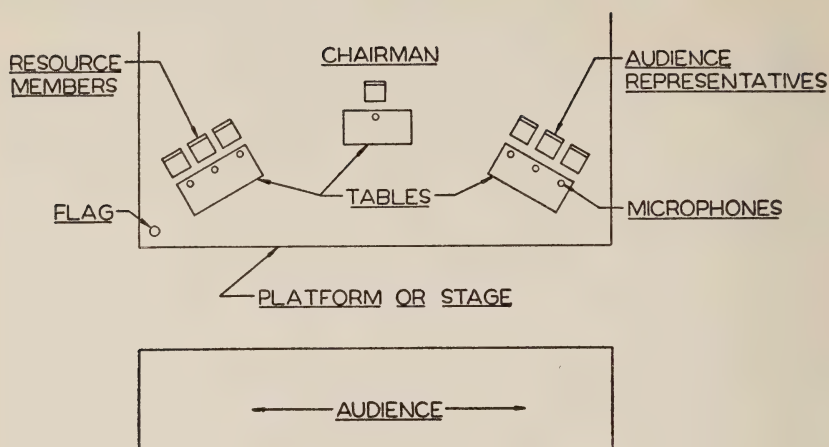
- a. Permits direct audience representation and participation
- b. Permits audience to be more fully informed at the time a vague or abstract statement is made by the expert
- c. Stimulates the experts to consider more closely the needs of the audience
- d. Stimulates the audience through representation to listen more carefully and participate more freely
- e. Offers an opportunity to an audience representative to challenge the experts
- f. Provides an opportunity to obtain accurate information from experts
- g. Gives audience an intimate feeling of association with the members on the platform

**6. Limitations of the Colloquy**

- a. Often does not allow sufficient time to present, defend, explore, and solve an entire problem conclusively
- b. The moderator is sometimes responsible for illogical presentation of material
- c. Does not permit economy of presentation
- d. May allow the moderator to move the discussion too fast
- e. Often permits the experts to assume a dominant role
- f. May cause the moderator difficulties if he fails to recognize the unique character of the medium



7. Diagram



## **I. GROUP DISCUSSION**

### **1. Definition**

A group of persons (6 to 20) meeting together with a trained leader to discuss and deliberate cooperatively on a topic of mutual interest

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To encourage and stimulate people to learn more about problems that concern their community
- b. To assist individuals to express their opinions in a group
- c. To get opinions from timid, but thoughtful, persons
- d. To discuss topics of mutual interest
- e. To develop a nucleus of individuals for leadership in informal group discussion in a community
- f. To encourage and develop informal discussion groups in neighborhoods, organizations, etc.
- g. To create an awareness of community problems
- h. To retain and nourish the community, home, and individual as motivating forces in our democratic society
- i. To identify a problem
- j. To explore a problem
- k. To solve a problem
- l. To decide on a plan of action

### **3. Physical needs**

#### **a. Group comfort**

- (1) Temperature should be approximately 72° F. during meeting
- (2) The group must be comfortably seated around a table or tables arranged in a rectangular manner
- (3) The individuals of the group must be able to see and hear the leader and each other (face to face is absolutely necessary)
- (4) No person or group of persons should face a glaring light

#### **b. Selection and arrangement**

- (1) Select room appropriate to size of group
- (2) Provide a movable blackboard, chalk, and eraser. An easel and paper with a large black crayon is a very good substitute
- (3) Provide movable chairs for leader and discussion group
- (4) Provide a table or tables arranged in a rectangular manner

- (5) Provide ash trays

**Note:** The ordinary school classroom or auditorium with fixed seats or chairs is not suitable

#### 4. Personnel involved

##### a. Description

- (1) The group leader—the presiding member of the meeting. He should be chosen for his training and experience in leading, developing, and encouraging one hundred per cent participation in the discussion
- (2) The group—composed of six to twenty persons. The group meets together to discuss a problem of interest to them, usually one of community interest. The discussion is a learning situation which indicates a search for information. It is a democratic process which suggests that each member of the group participate in and contribute to the problem. It is a solution-seeking group which resolves to do research on the problem and to accept the results of the research and discussion toward the ultimate solution. Discussion groups cannot assume that one or any given number of meetings will bring out a solution

##### b. Duties

- (1) The group leader:
  - (a) Reads information on the topic to be discussed
    1. Gets the principal ideas on paper
    2. Gets as much information as possible on all sides of the issue
  - (b) Plans the procedure
    1. Prepares an outline for a guide. This should not contain more than three or four main points
    2. Prepares to stimulate discussion and direct the group along logical lines
  - (c) Prepares introductory remarks
    1. Presents briefly and logically the topic to be discussed
    2. Introduces the topic by using maps, short movies, pictures, etc., if they are indicated and are available
  - (d) Plans for group participation
    1. Explains discussion method
    2. Selects a person in the group who is known to

have some knowledge on the subject to start the discussion

3. Becomes acquainted with the group

- (e) Organizes suitable physical set-up
- (f) Guides the discussion. Does not teach, answer questions, or dominate the discussion in any manner. Submerges himself if the discussion is progressing satisfactorily

(2) The discussion group members:

- (a) Prepare for the discussion by studying available material on topic to be discussed prior to the meeting
- (b) Introduce themselves to each other—become better acquainted
- (c) Contribute to the discussion
- (d) Ask questions
- (e) Stay on the subject
- (f) Permit others to have their say
- (g) Assist timid members
- (h) Consider other opinions than their own
- (i) Consider contributions and opinions of representatives of minority groups
- (j) Accept the conclusion of the entire group, if arrived at by democratic processes

## **5. Advantages of Group Discussion**

- a. Is democratic in all aspects
- b. Encourages and develops self-confidence in the members of the group
- c. Presents a common problem with a cooperative plan of attack
- d. Helps the members of the group to understand themselves and their neighbors
- e. Brings about a common bond of esteem among the group
- f. Broadens the individual's viewpoint to include finding some help for his problems and those of his neighbors and makes him more adequate in dealing with problems of his state and nation
- g. Encourages home rule

## **6. Limitations of Group Discussion**

- a. The leader may not have the necessary training, experience, or aptitude to lead a group discussion
- b. The domination of the discussion by one or two people who

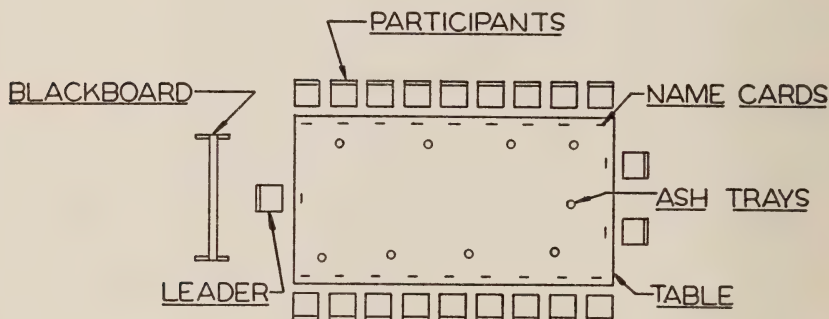


think they know it all will prevent further use of this technique

- c. The indifference of persons with whom we would like to discuss our problems is discouraging to the prospective discussion group
- d. The "let George do it" philosophy is frequently found in groups
- e. The willingness of some people to be directed in the solving of their own problems indicates lack of initiative or ability to cooperate in the solving of community problems

**Note:** The only real limitation of this device would be a lack of energy and intelligence in the people

## 7. Diagram



## **J. CONFERENCE\***

### **1. Definition**

A group usually composed of two to fifty persons representing several organizations, departments, or points of view within an organization meet together, exhibit a common interest, and present two or more sides of their problem. They gather information and discuss mutual problems with a reasonable solution as the desirable end. The various phases of a problem may be presented by cooperative or hostile groups.

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following:

- a. To identify a problem
- b. To explore a problem
- c. To attempt a solution of a problem
- d. To decide on a course of action
- e. To present a fair analysis of two or more sides of a problem
- f. To present information
- g. To inspire cooperation

### **3. Physical needs**

#### **a. Conference comfort**

- (1) Temperature should be approximately 65° F. at start of meeting if a large body of people are attending. Make one person responsible for maintaining proper temperature and ventilation
- (2) Conferees must be comfortably seated (provide ash trays)
- (3) Conferees must be able to see everyone present
- (4) Conferees must not face a glaring light

#### **b. Selection and arrangement**

- (1) Select conference rooms appropriate to the size of the group and character of the meeting
- (2) Provide chairs and tables
- (3) Seat conferees in a face to face pattern
- (4) Provide blackboard, chalk, and eraser
- (5) Provide adequate and comfortable housing if the conference lasts more than one day
- (6) Provide for meals—give directions to restaurants, cafeterias, etc., located near meeting place

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\* Frequently the conference is confused with the convention. Actually these are distinct media, each serving a particular purpose.

#### 4. Personnel involved

##### a. Description

- (1) The chairman—the presiding officer of a meeting. He is usually placed in a position of authority by virtue of some organization or some system of organizations. He is not a discussion leader in the true sense and is primarily interested in the solution to a problem
- (2) The planning committee—these persons should make all necessary physical arrangements, setting up mechanics for handling the conference
- (3) The group discussion leader\* (used when there are two or more sub-sections of the main body)—the group discussion leader is a person selected to lead the discussion in an informal and democratic manner, constantly striving toward a logical conclusion and assisting all conferees to participate and contribute to the solution of the problem at hand. The leader is chosen for his training and experience in the art of group leadership. Just any outstanding person of an organization is not suited to be a group discussion leader. The success of any discussion is dependent upon the training and experience of the leader. If the conference is separated into sub-sectional working groups, these groups must meet frequently in general assemblies and discuss their findings
- (4) The conference members—those persons who are directly involved and interested in the problem under consideration. No person or persons not directly involved in the conference are present (no audience).

##### b. Duties

- (1) The chairman:
  - (a) Starts the meeting promptly at the time scheduled
  - (b) Introduces the subject for discussion
  - (c) Preside at the meeting
  - (d) Turns meeting over to discussion leader when appropriate
  - (e) Closes the meeting
- (2) The members of the planning committee:
  - (a) Secure rooms and all physical properties needed
  - (b) Work out mechanics for handling the conference

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\* If the sub-sections are not larger than twenty, the discussion method (see page 45) is the recommended device for conducting this part of the conference.

- (c) Arrange housing accommodations
- (d) Arrange banquets, luncheons, etc.
- (e) Provide a list of restaurants, cafeterias, etc.
- (3) The group discussion leader\*:
  - (a) Reads information on the topic to be discussed
    - 1. Gets the principal ideas on paper
    - 2. Gets as much information as possible on all sides of the issue
- (4) The conference members:
  - (a) Are informed on the subject
  - (b) Provide facts and sources of information to substantiate their argument
  - (c) Observe common courtesies
  - (d) Are willing to consider other points of view
  - (e) Are willing to cooperate in arriving at a reasonable conclusion

## 5. Advantages of a Conference

- a. Provides a method of presenting new material and information
- b. Offers an opportunity to present several aspects of a problem
- c. Provides a physical set-up for getting groups together and arriving at group understanding through democratic procedures
- d. Provides an informal atmosphere which tends to break down the natural barriers between opposing groups
- e. Provides the only method by which two or more persons of opposite viewpoints can meet and discuss problems for mutual consideration

## 6. Limitations of a Conference

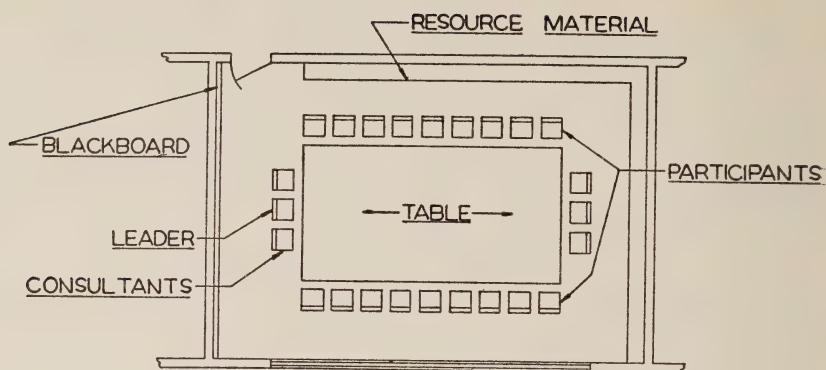
- a. Does not always result in accomplishment of pre-established goals
- b. May result in a table-pounding session
- c. May allow one side to dominate the meeting by such method as the filibuster

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\* See footnote, page 50.



## 7. Diagram



## K. CONVENTION

### 1. Definition\*

An assembly of representatives or delegates from local units of a parent organization having a common interest. These persons meet together to explore and act on problems of concern to the entire organization.

### 2. Application

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To explore a problem
- b. To attempt a solution of the problem
- c. To decide on a course of action
- d. To provide the impetus for concerted action by each local unit
- e. To promote cooperation throughout the organization
- f. To act as a clearing house for activities, ideas, and intra-organizational policies

### 3. Physical needs

#### a. Convention comfort

- (1) Temperature should be 65° F. at the beginning of the meeting if a large group of people are attending
- (2) Provide comfortable and adequate seating
- (3) Arrange seats to prevent group from facing a glaring light

#### b. Selection and arrangement

- (1) Select auditorium and/or section rooms appropriate to the size of the group and character of the meeting
- (2) Provide platform or stage if necessary
- (3) Provide a speaker's stand and sufficient light for him to see his notes
- (4) Secure a public address system if necessary
- (5) Provide blackboard, chalk, and eraser
- (6) Provide adequate and comfortable housing if the convention lasts more than one day
- (7) Provide for meals—give directions to restaurants, cafeterias, etc., located near the meeting place
- (8) Use learning aids if needed: wall maps, charts and graphs, movies, slides, blackboard or easel with paper. If the above are used, careful consideration must be

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\* The convention is a medium which always uses a combination of other media such as the speech, panel, forum, group discussion, etc. The character of the convention and the skill of the planners determine the proper devices to be used.

given to their location and whether or not they are adequately suited to the particular situation

- (a) A film that is appropriate to the speech but only casually mentioned by the speaker can be detrimental to the program. Every effort must be made not to use or permit the use of distracting devices. Maps and materials detract from the meeting if allowed to remain in front of the audience after their use. These should be used and put away
- (b) If a projector is used, an electrical outlet must be available. The outlet should be tested prior to the meeting to see if it is serviceable and "live" when the room lights are turned off

#### **4. Personnel involved**

##### **a. Description**

- (1) The chairman—the presiding officer of a meeting. He should be chosen for his ability to plan and carry out the details of a meeting, be generally intelligent, have a sense of humor, and possess a good speaking voice
- (2) The planning committee—these persons should make all necessary physical arrangements, setting up the mechanics for handling the convention delegates and publicizing the meeting
- (3) The speakers—should be well informed on the subject matter they are presenting. They should stick to their subject and present it in a logical fashion, be aware of audience peculiarities, and address themselves to the occasion in an appropriate manner
- (4) The group discussion leader or leaders (see page 45 for an explanation of group discussion)—the group discussion leader is a person selected to lead a discussion in an informal and democratic manner, constantly striving toward a logical conclusion and assisting all delegates to participate and contribute to the solution of the problem under consideration. The leader is chosen for his training and experience in the art of informal group leadership. The outstanding person in an organization is not necessarily suited to be a group discussion leader unless he has been properly trained. The success of any purposeful discussion is dependent upon the training and experience of the leader

- (5) The audience—usually composed of individuals interested in the subject being discussed. Their intellectual levels and interests will vary considerably. Their presence at the meeting is an indication of some interest. It is absolutely essential to adapt the program to the needs and interests of the audience

Many of the individuals of an audience have made up their minds one way or another before they come to the meeting. Some know very little if anything about the subject being discussed and others are well informed. The group may contain individuals who do not recognize the existence of a problem or are not able to identify the problem in terms of personal values. Another section of the audience may know something about the issues being discussed but have not come to any definite conclusions

**b. Duties**

- (1) The chairman (there might be as many chairmen as there are general meetings):
- (a) Starts the convention promptly at the time scheduled
  - (b) Welcomes the group
  - (c) Introduces the subject or theme
  - (d) Presides at all general meetings
  - (e) Closes convention
- (2) The planning committee:
- (a) Selects the theme
  - (b) Plans and arranges the program
  - (c) Chooses the educational devices to be used
  - (d) Plans the publicity
  - (e) Secures auditorium, rooms, and all physical properties needed
  - (f) Selects speakers, discussion leaders, chairmen, moderators, and recorders
  - (g) Works out mechanics for handling the large body and sectional meetings
  - (h) Arranges housing accommodations
  - (i) Arranges banquets, luncheons, etc.
  - (j) Provides a list of restaurants, cafeterias, etc.
  - (k) Provides registration materials, assisting personnel, and location
  - (l) Sets up a budget, if necessary
  - (m) Arranges entertainment



- (3) The speaker (as many speakers as needed):
  - (a) Presents a carefully prepared speech to the meeting
  - (b) Delivers the speech in a logical manner, with or without notes, but does not read a paper
  - (c) Respects the wishes of the chairman and the audience by keeping within the scheduled time. Forty-five minutes is long enough
- (4) The audience:
  - (a) Reads available materials pertaining to the topic before the meeting
  - (b) Extends common courtesies to the speaker
  - (c) Prepare for further discussion as a member of a sectional meeting

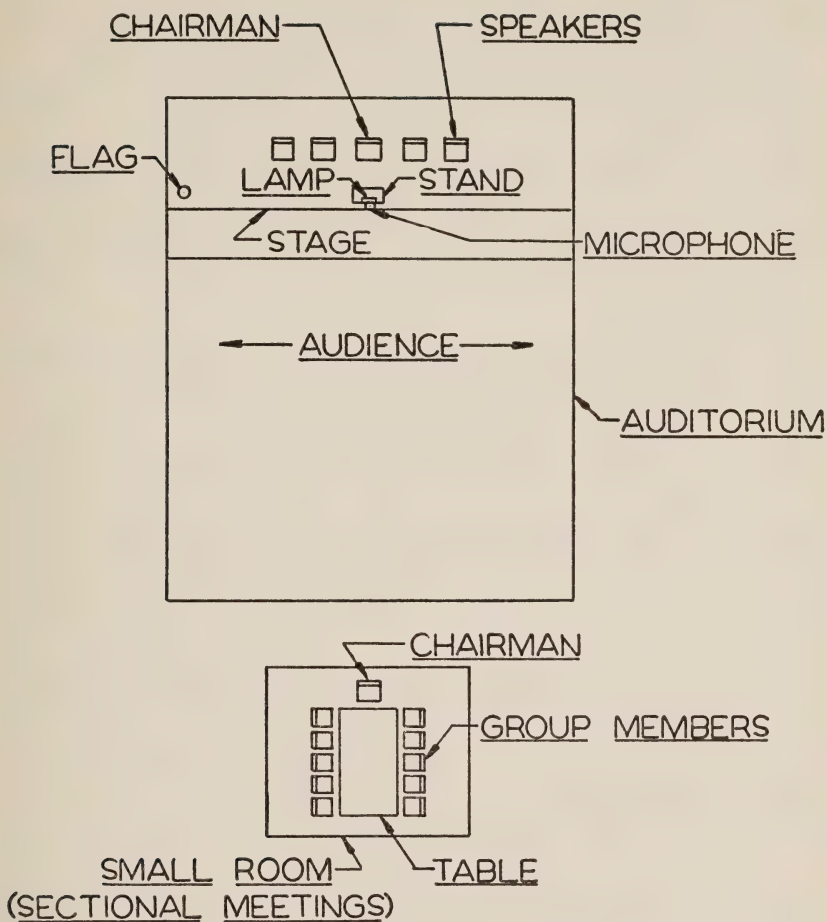
## **5. Advantages of the Convention**

- a. Provides the only means for member organizations or individuals to participate in the planning, policy making, etc. of a parent organization which is geographically broad in scope
- b. Offers the member organizations an opportunity for presenting opinions and suggestions of the local units for the over-all operations of the parent group
- c. Allows minority groups to express themselves
- d. Furnishes a way to present unified material
- e. Unifies action
- f. Provides stimulus to local units of the organization
- g. Provides a physical set-up for getting groups together and arriving at group understandings through democratic procedures
- h. Offers an opportunity to members to travel and learn

## **6. Limitations of the Convention**

- a. Pre-established goals are not always accomplished
- b. Delegates are not always similarly minded or interested
- c. Too many diversionary interest points might occur
- d. Conclusions are often arrived at by dictatorial or "steam-roller" devices
- e. Frequently, the great number of delegates can be led to a conclusion desired by a few to the exclusion of the thoughtful

## 7. Diagram



**Note:** Since the convention uses other methods such as panel, group discussion, etc., see the diagrams representing other devices

## **L. COMMITTEE**

### **1. Definition**

A small group of individuals appointed or elected to perform a task that cannot be done efficiently by the entire group

- a. The committee is authorized and responsible to the parent group
- b. Committee members are appointed by the presiding officer or elected by the group
- c. The powers and duties are fixed by the motion creating the committee or by the constitution and by-laws of the organization

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following features:

- a. To study a particular problem
- b. To carry out research essential to the solution of the problem
- c. To reach a conclusion based on their study of the problem
- d. To act if action is indicated and authorized
- e. To prepare a report to be submitted to the parent group

### **3. Physical needs**

The meeting place should lend itself to the work to be done with special emphasis on informality and comfort of the members present.

### **4. Personnel involved**

#### **a. Description**

- (1) The chairman—the presiding officer of the committee. He should be chosen for his ability to plan and carry out the details of the assignment, be generally intelligent, have a sense of humor, and be respected by the members of the committee. The chairman may be designated by one of three ways:

- (a) Appointed by the presiding officer of the parent body
- (b) By election of the parent body (one who gets the most votes)
- (c) Election by members of the committee

- (2) The committee members—are those persons appointed or elected by the parent body, charged with a specific duty. The committee should be composed of persons generally capable of and willing to assume the designated responsibilities outlined to them. The number

of persons appointed or elected depends entirely upon the job to be done. Small committees of three persons can handle more expeditiously such assignments as planning for a social affair, writing a constitution, etc.; however, larger committees of seven, nine, or as many as fifteen are needed to do a research job or for the solution of a problem of great consequence to the organization

**b. Duties**

**(1) The chairman:**

- (a) Plans the meeting and makes all necessary arrangements
- (b) Calls the meeting
- (c) Starts the meeting at the scheduled time
- (d) Introduces the problem
- (e) Conducts the discussion of the problem
- (f) Summarizes the discussion
- (g) Prepares and gives the report to the parent body

**(2) The committee members (including the chairman):**

- (a) Analyze the problem
- (b) Do the research needed for arriving at the ultimate solution
- (c) Suggest a plan of action\*
- (d) Act, if action is the responsibility of the committee

**5. Advantages of the Committee**

- a. Provides work areas for a few individual members of the parent body who have a special interest or talent that can be used for the good of all
- b. Trains potential leaders
- c. Gets work done that could not be accomplished efficiently by a large group of people
- d. Gives the opportunity to appraise a problem, do the necessary research, and arrive at a logical solution

**6. Limitations of the Committee**

- a. The committee members that have been chosen may have been a poor choice
- b. The committee members may not live close enough together to make it economically possible for them to meet

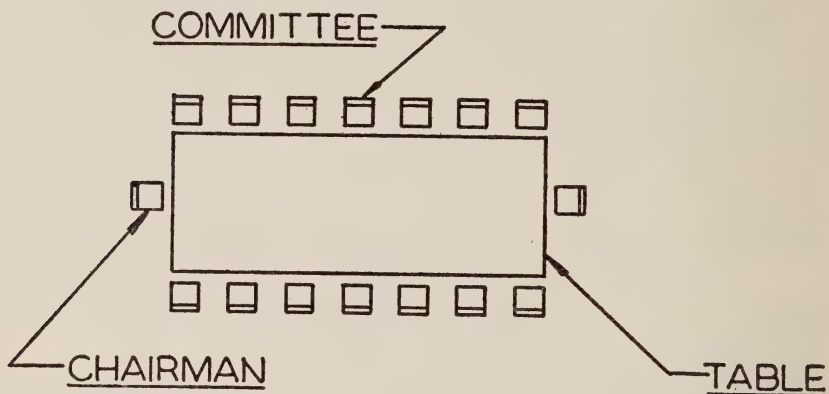
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\* If the committee is charged with the duty of taking action, the chairman should break down this action into specific jobs. The jobs should be distributed to the committee members on the basis of interest and ability to carry their portion of work to a satisfactory conclusion.



- c. The members may not search for the truths inherent in the problem
- d. The parent body may not accept the report of the committee, thus alienating the committee members

7. Diagram



## M. INSTITUTE

### 1. Definition

An institute is a series of meetings arranged for a group of persons who come together to receive instruction and information in a specific field of work. The series may be held on one day or may continue for several days or even weeks.

### 2. Application

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To present information
- b. To instruct
- c. To identify a problem
- d. To explore a problem
- e. To solve a problem
- f. To assist individuals of a group in clarifying parts of a problem and enable them to see the relationship of the parts to the whole
- g. To provide impetus to individual members to proceed further in the solution of a problem in respect to their own needs

### 3. Physical needs

#### a. Audience comfort

- (1) Temperature should be approximately 65° F. at start of meeting. Make one person responsible for maintaining proper temperature and ventilation
- (2) Audience must be comfortably seated
- (3) Audience must be able to see and hear the speaker. The speaker must be able to see the entire audience
- (4) Audience must not face glaring light

#### b. Selection and arrangement

- (1) Select room or auditorium appropriate to the size of the group and character of the meeting
- (2) Provide platform or stage
- (3) Provide a speaker's stand and sufficient light for him to see his notes
- (4) Secure a public address system if necessary
- (5) Use learning aids if needed: Wall maps, charts and graphs, film slides, blackboard or easel with paper. If the above are used, careful consideration must be given to their location and whether or not they are adequately suited to the particular situation.

A film that is appropriate to the speech but only casually mentioned by the speaker can be detri-

mental to the program. Every effort must be made not to use or permit the use of distracting devices. Maps and materials detract from the speech if allowed to remain in front of the audience after their use. These should be used and put away.

- (6) Provide adequate and comfortable housing if necessary
- (7) Arrange for meals

#### 4. Personnel involved

##### a. Description

- (1) The chairman—the presiding officer of a meeting. He should be chosen for his ability to plan and carry out the details of a meeting, be generally intelligent, have a sense of humor, and possess a good speaking voice
- (2) The planning committee—makes all necessary physical arrangements, sets up the mechanics for handling the institute members, and publicizes the meeting
- (3) The speakers—should be well informed in their subject area, speak in a logical manner, and keep their remarks in line with the suggestions of the planning committee
- (4) The group discussion leaders—should lead the group in an informal and democratic manner, strive for complete participation, and arrive at a logical conclusion, if possible
- (5) The institute members—those persons who are directly involved and interested in the problem being considered. It is absolutely essential to adapt the program to the needs and interests of the persons attending

##### b. Duties

- (1) The chairman:
  - (a) Starts the meeting promptly as scheduled
  - (b) Welcomes group
  - (c) Introduces the subject or theme
  - (d) Presides at all general meetings
  - (e) Closes the institute
- (2) The planning committee:
  - (a) Selects the theme and arranges the program
  - (b) Plans the publicity
  - (c) Selects the educational devices to be used and works out the mechanics for handling the large body and sectional meetings
  - (d) Arranges for auditorium, sectional meeting rooms, and all physical properties needed

- (e) Selects chairman, speakers, discussion leaders, and recorders
- (f) Provides housing, meals, and entertainment
- (3) The speaker:
  - (a) Presents a carefully prepared speech to the institute
  - (b) Delivers the speech in a logical manner, with or without notes, but does not read a paper
  - (c) Respects the wishes of the chairman and the audience by keeping within the scheduled time. Forty-five minutes is long enough
- (4) The group discussion leader\*:
  - (a) Reads information on the topic
  - (b) Plans procedure
  - (c) Prepares introductory remarks
  - (d) Plans for group participation
  - (e) Organizes suitable physical set-up
  - (f) Guides the discussion
  - (g) Summarizes the discussion
- (5) The institute members, each:
  - (a) Reads available materials pertaining to the topic before the meeting
  - (b) Extends common courtesies to the speakers
  - (c) Participates in sectional meetings
  - (d) Prepares for further discussion as a community body for future action, if action is indicated

## 5. Advantages of the Institute

- a. Provides a method of presenting new material and information
- b. Allows those attending to express their views, ask questions, and discuss with other interested persons the subject area
- c. Offers an opportunity for those attending to travel and learn
- d. Furnishes a way to present unified material

## 6. Limitations of the Institute

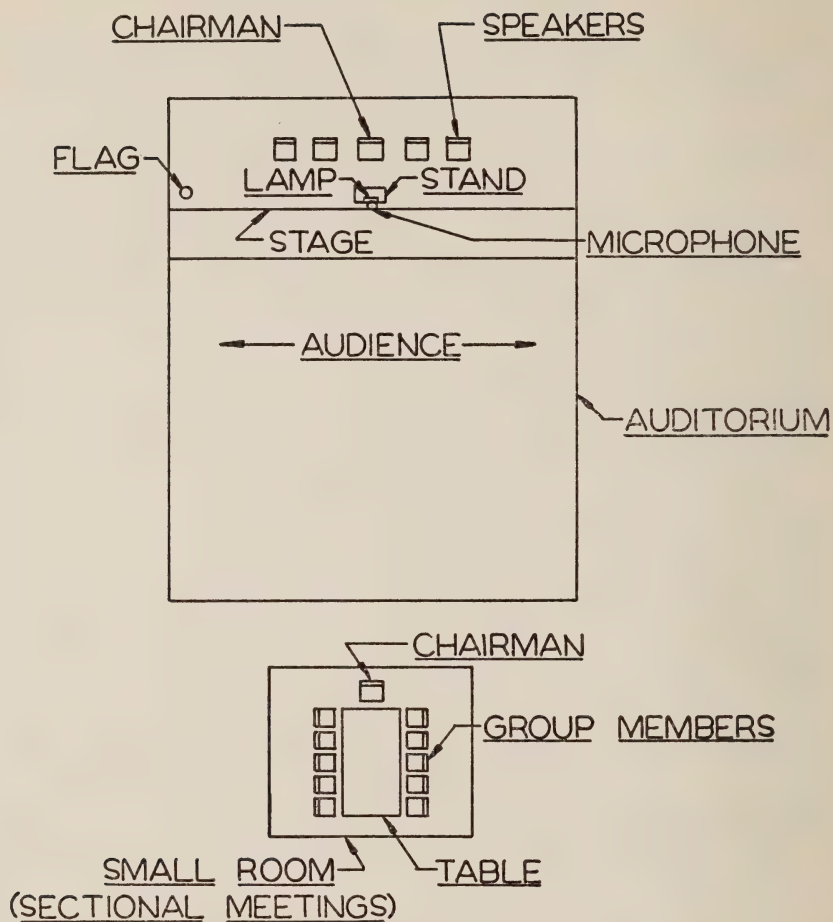
- a. Goals of the institute are not always accomplished
- b. The leaders of the institute may not have the necessary training or experience to effectively accomplish its purpose

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\* For further information see page 46.



## 7. Diagram



**Note:** Since the institute uses other methods such as panel, speech, group discussion, etc., see the diagram representing other devices,

## **N. SEMINAR**

### **1. Definition**

A group of persons gathered together for the purpose of studying a subject under the leadership of an expert or learned person. (This device is often used by colleges and universities for handling a small number of graduate students in research under the leadership of a professor. This device can be used by other groups, however).

### **2. Application**

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To identify a problem
- b. To explore a problem
- c. To discuss or lay out necessary research involved in the solution of a problem
- d. To share findings with others in the group
- e. To reach a conclusion based on research
- f. To present information

### **3. Physical needs**

#### **a. Seminar comfort**

- (1) Temperature should be approximately 70° F. Make one person responsible for maintaining proper temperature and ventilation
- (2) Group must be comfortably seated
- (3) Group should not face a glaring light

#### **b. Selection and arrangement**

- (1) Select room appropriate to the size of the group and character of the meeting
- (2) Provide work tables and comfortable chairs

### **4. Personnel involved**

#### **a. Description**

- (1) The leader—should be chosen for his extensive knowledge in the field to be studied and his ability to give this knowledge to others; he should be able to plan the meetings wisely and use the time for the mutual welfare of the group
- (2) The seminar members—are interested and informed on the general subject area before the meetings take place

#### **b. Duties**

- (1) The leader:
  - (a) Plans the seminar and makes all necessary arrangements
  - (b) Starts the meeting promptly at the time scheduled

- (c) Assists individuals in selecting specific topics for research
- (d) Assists individuals in arranging findings to be presented to the group
- (e) Leads the critique session at the conclusion of each presentation
- (f) Comments upon each presentation
- (2) The seminar members, each:
  - (a) Selects a specific subject to study
  - (b) Reads available sources
  - (c) Prepares findings in a logical order
  - (d) Prepares paper
  - (e) Shares findings with the group, using the speech-forum device
  - (f) Asks questions, expresses opinions, and adds information during the forum period

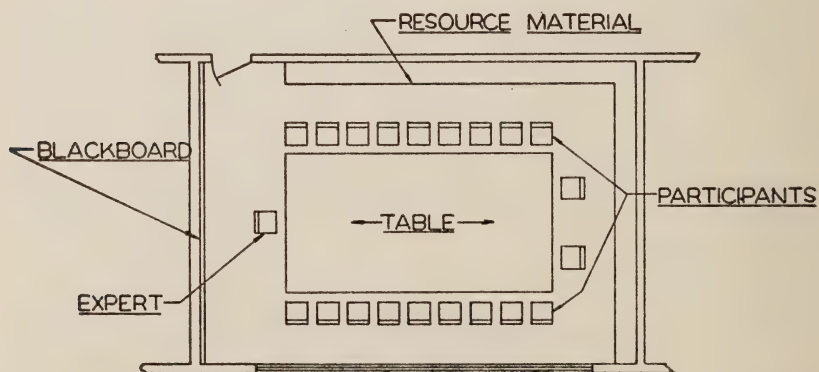
### 5. Advantages of the Seminar

- a. Enables members to study under the leadership of a recognized expert
- b. Stimulates active participation
- c. Presents new material and information
- d. Presents a learning situation where the amount of material covered is limited only by those present, their interest, and the time available

### 6. Limitations of the Seminar

- a. Leader may be narrow-minded and will not permit new or opposing views to be expressed
- b. Members may be reluctant to participate in the forum
- c. Time may not be adequate for a complete exploration of the individual subject areas

### 7. Diagram



## O. WORKSHOP

### 1. Definition

A workshop is a group of twelve or more persons with a common interest or problem, usually professional or vocational, who meet together for an extended period of time to improve their individual proficiency, ability, or understanding, by study, research, discussion, and securing information from specialists.

**Note:** While the variations possible are not shown here it should be noted that this device is extremely flexible. There are two kinds of workshops—the long workshop and the short one. The outline which follows explains the short workshop. For information about the long one see *The Workshop Way of Learning*, Earl C. Kelly, Harper and Brothers, N.Y., 1951.

### 2. Application

This educational method can be used when it is desirable to accomplish one or more of the following purposes:

- a. To identify a problem
- b. To explore a problem
- c. To attempt a solution of a problem
- d. To direct subsequent reading or inquiry
- e. To explore the component parts of the problem under consideration
- f. To promote individual participation
- g. To promote an intensive program of education which might involve philosophy, problems, or methods

### 3. Physical needs

- a. Group comfort
  - (1) Temperature should be approximately 65° F. at the beginning. Make one person responsible for maintaining proper temperature and ventilation; for sub-meetings temperature approximately 72° F. is proper
  - (2) Provide adequate and comfortable seating for all persons attending
  - (3) Arrange seats of main group meeting to prevent group from facing glaring light
  - (4) Provide a meeting room in which any person rising to speak may be seen and heard
  - (5) Arrange seats for various committee meetings to provide maximum comfort and informality
- b. Selection and arrangement
  - (1) Select auditorium or room and discussion group rooms

appropriate to the size of the group; however, it is desirable to have the rooms for the discussion groups near the auditorium

- (2) Provide speaker's stand and sufficient light for him to see his notes
- (3) Provide a table and chairs for panel members when necessary
- (4) Secure a public address system if necessary
- (5) Provide a blackboard, chalk, and erasers
- (6) Provide ash trays
- (7) Provide adequate and comfortable housing
- (8) Provide a place for participants to eat together if possible; otherwise, make arrangements for meals at a convenient location
- (9) Provide appropriate learning aids. If these are to be used, prepare for their use:
  - (a) For projectors, provide electrical outlets that are "live" when lights are off
  - (b) For charts, blackboards, maps, etc., locate the easels so all may see, giving careful attention to the "blind" spots that arise from light reflection at certain parts of the room
- (10) Provide working committee rooms that lend themselves to the work to be done, with emphasis on informality and comfort of members
- (11) Provide adequate facilities for library research, with attention to specialized libraries and adequate privileges
- (12) Provide adequate secretarial, clerical, and duplicating service

#### **4. Personnel involved**

##### **a. Description**

- (1) Director or coordinator—should be chosen for his ability to plan and carry out the details of the workshop. He should have a wide understanding of the profession, vocation, or interest of the group, and should be thoroughly acquainted with workshop procedures
- (2) The planning or steering committee—should make all necessary physical arrangements, set up the preliminary objectives and program, the mechanics of the workshop, the admission of participants, the publicity of the workshop, and in all ways serve the needs of the



persons attending the workshop during the time it is in session

- (3) The staff—should be chosen for the understanding they have of the profession or vocation and for ability to help the participants achieve the objectives of the workshop through democratic methods
- (4) Consultants (or specialists)—should be chosen to bring specialized information to the total group or to one or more of the working committees. The consultants may be scheduled at a specified time, or may be on hand to serve as called upon by the group, a working committee, or an individual
- (5) Workshop participants—those individuals with common professional, vocational, or interest backgrounds, selected for attendance at the workshop on the basis of a questionnaire or letter

Each participant will be an important member of two specialized units:

- (a) Discussion group—formed on some arbitrary basis from the total group, to meet following each formal presentation to the total group (by speech, panel, symposium, etc.). These groups meet immediately following the presentation to formulate questions and explore attitudes; after a period of discussion, the members return to the total group to share in the question and general discussion period
- (b) Working committee—composed of participants who have been assigned on the basis of personal interest or professional or vocational background. Each committee is directed to work upon one particular aspect of the objectives of the workshop by study, research, exploration, and definition. Report and act as indicated.

#### b. Duties

- (1) Director or coordinator:
  - (a) Coordinates the activities of the planning or steering committee
  - (b) Checks on details of the plans prior to the opening
  - (c) Starts on the workshop promptly at the time scheduled
  - (d) Welcomes the group
  - (e) Arranges for introduction of the subject or theme

- (f) Plans for meeting the needs of the group as these needs arise
- (2) Steering or planning committee:
  - (a) Select the preliminary objectives of the workshop
  - (b) Plan and arrange for preliminary program
  - (c) Select as many educational devices to be used as can be anticipated and make arrangements for their use
  - (d) Plan the publicity
  - (e) Determine the qualifications for participants
  - (f) Review the application questionnaires or letters and notify those who are selected as participants
  - (g) Secure auditorium, rooms and all physical properties needed
  - (h) Select speakers, consultants or specialists, staff and secretarial personnel
  - (i) Work out mechanics for handling the large and small meetings
  - (j) Arrange for feeding and housing accommodations
  - (k) Arrange for banquets, luncheons, field trips, recreation, etc.
  - (l) Provide registration materials, personnel, and location
  - (m) Provide for receiving and distributing mail of participants, staff, and consultants
  - (n) Set up budget
  - (o) Arrange entertainment
  - (p) Survey thoroughly the library and research facilities available and make provisions for their use by the group
  - (q) Send bibliography and other essential material to participants in advance of the meeting
- (3) Staff:
  - (a) Prepare material in field of special qualifications
  - (b) Contribute when opinion or help is needed
  - (c) Keep to subject being discussed
  - (d) Confine remarks to short periods of time; avoid speech making
  - (e) Speak in language group understands
  - (f) Be available at all times to help individuals in the solution of problems of study and research
  - (g) Promote learning through group processes, as resource person to a working committee

- (4) The consultant (or specialist):
  - (a) Prepares material carefully on the special aspect of the problem assigned by the steering committee, the large group, or a working committee
  - (b) Presents material effectively
  - (c) Answers questions asked, or makes efforts to find answers
  - (d) Develops and maintains a friendly atmosphere
  - (e) Is available, if possible, to help individuals or small groups of participants in research or further study
- (5) Participants:
  - (a) Read the material or bibliography sent in advance by the steering committee and prepare for the workshop in advance
  - (b) Participate in drafting the permanent objectives
  - (c) Select particular objective to be studied in a working committee in terms of own interests and abilities
  - (d) Attend all scheduled meetings on time
  - (e) Do the research and study necessary for preparation to make maximum contribution to various groups of which each is a part
  - (f) Extend common courtesies to all persons
  - (g) Use the services of consultants or specialists as well as books and resource materials
  - (h) Establish friendly relationships with staff persons and seek aid when it is needed
  - (i) As a member of a discussion group participate by:
    - 1. Preparing questions to be asked by the speaker, panel and symposium, members, etc.
    - 2. Preparing statements to be made to the large group
    - 3. Clarifying issues for individual members of the discussion group
    - 4. Preparing way for full exploration of material not covered in the formal presentation to the large group
  - (j) As a member of a working committee participate by:
    - 1. Defining the problems and objectives assigned to committee

2. Studying the objectives or problems assigned to committee
3. Doing the research necessary to achieve the objectives or solve the problems
4. Using all educational devices adaptable and available
5. Taking such field trips as may be desirable
6. Making careful and complete reports to the large groups as desirable or practical
7. Preparing as much bibliography on the objectives or problems as needed
8. Making recommendations to the large group as needed or as called upon
9. Preparing and presenting demonstrations to the large group as desirable
10. Preparing to share findings, if desirable, with wider professional, vocational, or interest areas, through publications and presentations

#### **5. Advantages of the Workshop**

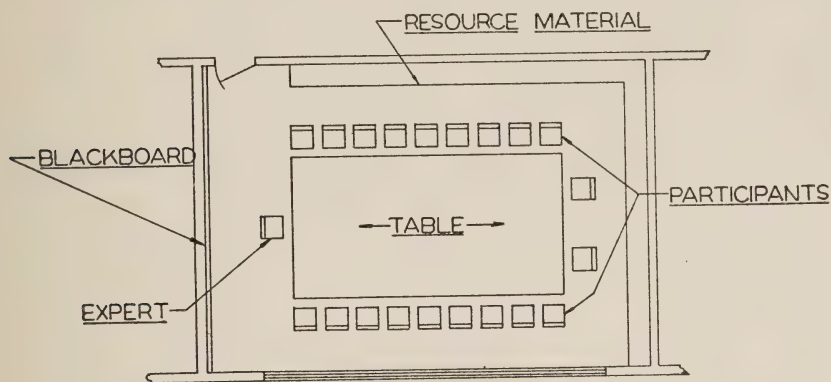
- a. Provides an opportunity for participants to prepare themselves for more effective service in their profession or vocation
- b. Gives opportunity to appraise the profession or vocation and do necessary research
- c. Provides an opportunity to present new material and information
- d. Offers an opportunity to present several aspects of a problem
- e. Provides an opportunity for all to participate fully
- f. Provides an opportunity for concentrated study and research in an area of professional or vocational interest
- g. Provides an opportunity to obtain accurate information from specialists
- h. Provides for individual personality development through democratic discussion and cooperative participation
- i. Allows group to determine the objectives to be accomplished

#### **6. Limitations of the Workshop**

- a. The special facilities necessary for a successful workshop are limited—generally available only on college or university campus, or special camps
- b. The time for full exploration by the participants is fairly long—two days to six weeks
- c. Group may accept, without question, the pre-determined

objectives of the steering committee and thus limit results. This is a grave danger and can only be guarded against by careful selection of leader for the opening sessions

## 7. Diagram





## PART III

### APPENDIX A

#### Abbreviated Table of Advantages and Limitations

This chart will enable the reader to determine at a glance the advantage that one technique might have over another when he considers the purpose and the size of the meeting. All these methods have certain characteristics in common, such as that of stimulating interest, of exploring a problem, or of presenting information. Yet there are certain attributes which set one method over another in different situations. These we have listed. It must be remembered that this is an **abbreviated table** which lists only the striking advantages and limitations. For a complete list see the outline of each group device in the main part of this work.

METHOD	ADVANTAGES	LIMITATIONS
Speech	1. Easy type of program to organize	1. No opportunity for audience participation
Speech-Forum	1. Promotes active listening	1. Time limit does not allow full audience participation 2. Information will be limited by the fact that there is only one speaker
Panel	1. Active and dramatic presentation of subject matter	1. No opportunity for consolidation of all opinions and facts 2. Moderator may fail to give a complete and accurate summary
Panel-Forum	1. Broadens area and scope of information because a number of people participate	1. Tendency to wander from topic 2. Poorly trained moderator can ruin discussion 3. Intellectual autocracy

METHOD	ADVANTAGES	LIMITATIONS
Symposium (Modern Concept)	<ol style="list-style-type: none"> <li>1. Presents several sides of a problem</li> <li>2. Speeches short and to the point</li> </ol>	<ol style="list-style-type: none"> <li>1. Audience cannot participate</li> <li>2. Some points of view may be overlooked</li> <li>3. Speakers may use persuasion rather than present objective statements</li> </ol>
Symposium-Forum (Modern Concept)	<ol style="list-style-type: none"> <li>1. Speaker stimulated to make a careful presentation by fact that he knows the audience will "put him on the spot"</li> <li>2. Technique best for large audience participation</li> </ol>	<ol style="list-style-type: none"> <li>1. Time limit will not allow full audience participation</li> </ol>
Symposium (Ancient Concept)	<ol style="list-style-type: none"> <li>1. Eating eliminates social and intellectual barriers</li> <li>2. Ideas can be presented more fully</li> </ol>	<ol style="list-style-type: none"> <li>1. Persons must have similar interests and intelligence levels</li> <li>2. Not purposeful and direct</li> <li>3. Only a small group involved</li> </ol>
Colloquy	<ol style="list-style-type: none"> <li>1. Direct audience representation and participation</li> <li>2. Audience can immediately question a statement</li> <li>3. Opportunity to get accurate information from experts</li> </ol>	<ol style="list-style-type: none"> <li>1. Time limitation does not allow complete representation of ideas</li> <li>2. Because there is so much participation there may be no economy of presentation</li> </ol>
Group Discussion	<ol style="list-style-type: none"> <li>1. Democratic in all respects</li> <li>2. Encourages and develops self-confidence</li> <li>3. Helps to understand people and common problems</li> <li>4. Broadens viewpoint of individual through cooperative effort and thus he becomes more adequate in dealing with state and national problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Indifference of people to meet and discuss</li> <li>2. Leader may not be adequate</li> </ol>

METHOD	ADVANTAGES	LIMITATIONS
Conference	1. Good method by which two or more persons of varying views meet and discuss problems for mutual consideration	1. One side may dominate meeting
Convention	1. Only means for a member organization to participate in planning, policy making, etc. of a parent organization which is geographically broad in scope	1. Mob psychology may sway delegates 2. Minority group may be able to impose its ideas on the whole group
Committee	1. Trains potential leaders 2. Provides work areas for those who are interested and who can use their talents for the good of all 3. Gets work done that could not be accomplished efficiently by a large group of people	1. Committee members chosen may not be capable of performing their duties
Institute	1. Study under expert leadership 2. Active participation 3. Presents new material and information	1. New or opposing views not permitted 2. Reluctance to participate in forum 3. Insufficient time
Seminar	1. Presents new material and information 2. Permits free discussion 3. Travel and learn 4. Presents unified material	1. Goals not always accomplished 2. Inexperienced and untrained leaders
Workshop	1. Participation 2. Research 3. New material and information 4. Use of expert resource persons 5. Democratic discussion	1. Limited physical facilities 2. Time is too long for many persons 3. Autocratic leadership may develop

## APPENDIX B

### Methods Listed in Order of Formality

The following list begins with the most formal method and ends with the least formal:

1. Speech
2. Symposium (Modern Concept)
3. Panel
4. Colloquy
5. Forum
  - a. Speech-Forum
  - b. Symposium-Forum (Modern Concept)
  - c. Panel-Forum
6. Seminar
7. Workshop
8. Group Discussion
9. Symposium (Ancient Concept)

Note: The Conference, Convention, Committee, and Institute cannot be classified as the above; however, the Conference, Convention, and Institute use many of the above devices and the Committee may be informal or formal depending on the nature of the group and the purpose of the meeting.

## PART IV

### SELECTED BIBLIOGRAPHY

In order to help the reader use the material more readily, a short summary of each work is included. Only works especially appropriate to the material in this bulletin have been included. No reference is made to magazine articles written before 1945. Your librarian can be of assistance in gathering these materials and in furnishing other references for study.

### BOOKS

*Handbook for Discussion Leaders*, J. Jeffery Auer and Henry Lee Ewbank, Harper & Brothers, N.Y., 1947. (118 pages)

This book lists eight types of discussion forms and describes them in detail. Its purpose is to "outline, step by step, the basic procedures which experience has shown to be effective in organizing and leading discussions." Chapters analyze pre-meeting preparation, the leader's job, and principles for evaluation. A list of reference materials for discussion and bibliographical material on discussion are included.

*Democracy by Discussion*, Emory Stephen Bogardus, American Council on Public Affairs, Washington, D.C., 1942. (59 pages)

Emphasizing the necessity for discussion groups during wartime, the author describes in general terms various discussion groups such as the forum and the panel. Throughout, his basic theme is that discussion groups "help people to think things through consistently and persistently for a common cause." For material on Forums, see pp. 7-10; on the Panel, pp. 11-15; on Informal Discussion, pp. 16-55.

*Why Forums?*, Mary L. Ely, American Association for Adult Education, N.Y., 1937. (220 pages)

Using her own personal experiences gained by visiting forums throughout the country, the author analyzes from her point of view the successes and failures she encountered. She concludes that, whatever the shortcomings of the forum method, it is a necessary part of our democratic way of life.



*Discussion and Debate*, Henry Lee Ewbank and J. Jeffery Auer, F. S. Crofts & Co., N.Y., 1941. (524 pages)

The authors relate discussion and debate to these ideas: the importance of group investigation of a problem and group solution of the problem in a democracy. Examining the various methods of investigation, including chapters on the use of reason, they also present studies of audience reactions. Then they proceed to analyze the various types of discussion.

*A Chairman's Guide*, Helen Husted, Reader's Digest Program Service, Pleasantville, N.Y., 1940. (60 pages)

Compiling hints and suggestions taken from discussion leaders and chairmen throughout the country, the author uses these experiences to explain the elements necessary for good discussion. For "Hints on Preparing Participants", see p. 23; for "Physical Arrangements for the Meeting", see pp. 39-40.

*Modern Group Discussion*, Lyman Judson and Ellen Judson, H. W. Wilson Co., 1937. (198 pages)

In preparing this manual, the authors include a history of the development and growth of group discussion. They describe planning procedures, the functions of the discussion chairman, and the various types of discussion meetings. Examples and material from actual experiences are used throughout. Techniques for stimulating group discussion and for evaluations are included. Emphasis of the book is on the formal discussion. For material on Group Discussion, see pp. 15-76; on the Panel, pp. 89-93; on the Forum, pp. 98-111.

*The Workshop Way of Learning*, Earl C. Kelly, Harper and Brothers, New York, N.Y., 1951. (163 pages)

This book describes two applications of the workshop as a learning experience. The first is the extended time period covering several days or weeks. The second is an abbreviated form useful to lay groups where time is limited. This device is an extremely flexible one and those using it should exploit it to the fullest extent.

*Democracy Through Discussion*, Bruno Lasker, H. W. Wilson Co., N.Y., 1949. (376 pages)

Basic philosophy is the keynote in which every aspect of group discussion is analyzed. Thus, Mr. Lasker is able to keep his feet upon the ground at all times in his exposition of all the phases of how to get good group discussion. This is a readable and sensible book.

*Principles and Methods of Discussion*, James H. McBurney and Kenneth Hance, Harper & Brothers, N.Y., 1939. (452 pages)

Analyzing in detail a great many aspects of discussion, the authors comment on its nature and purpose, how to prepare and participate in it, and the role of facts, thinking, and reasoning in relation to it. Discussion for them means informal discussion, the panel, the dialogue, the symposium, the forum-lecture and the forum. Especially helpful are the actual examples of a student discussion, a panel discussion, and a symposium-forum, all of which are included in appendices.

*Symposium* (Jewett translation), Plato, The Liberal Arts Press, N.Y., 1948. (64 pages)

The old Greek method of coming to grips with a problem in an informal way is here illustrated by Plato. A group of friends meet for dinner, drink, and talk. However, the discussion is not just an aimless one. A general subject is proposed and each member of the group in turn gives his opinion. No attempt is made to summarize or consolidate opinions. The informality displayed by the "give and take" between the guests is essential.

*Handbook of Group Discussion*, Russell H. Wagner and Carroll C. Arnold, Houghton, Mifflin Company, N.Y., 1950. (321 pages)

This is one of the most up to date manuals on group discussion. It covers every aspect of discussion from preparation to leadership, participation, and types and forms. Appendices give specimens of different kinds of discussion, a preparatory outline, a short outline of parliamentary procedure, and other pertinent information.

*The Art of Conference*, Frank Walser, Harper & Brothers, N.Y., 1948. (206 pages)

The author draws upon his many experiences as an organizer of conferences on the national and international level to present a thoughtful study of what makes a successful conference. He explains procedures in terms of the attitudes and personalities of the individuals who participate in the discussion. Of value are the examples of conferences which the author includes in appendices. They are summaries and analyses of actual conferences covering a wide field of subject matter and are listed under three main heads: Educational Conferring, Industrial Conferring, and International Conferring.

*Forums—Why and How*, Emily Woodward, University of Georgia Press, Athens, Georgia, 1953. (112 pages)

As the title indicates, this book describes two closely related aspects of the forum. First the author discusses the need for forums; then she continues by explaining the forum techniques. She emphasizes the necessity of the "well-rounded" citizen who can understand the values of a free society and know how to defend and develop these values through forums. She maintains that formal education is not enough in a democratic society—we need education "not of the intellect alone but of the whole man."

## PAMPHLETS

*Better Discussion Promotes Democracy*, Extension Press, Central Michigan College of Education, Mt. Pleasant, Michigan, 1947. (32 pages)

The author presents a guide book covering the discussion principles involved in organizing, leading, and participating in discussion. He points out that there is more than one type of discussion: group discussion, panel-forum discussion, symposium-forum, and lecture forum. Suggested step-by-step outlines for discussing a question and for note taking are a feature of this article.

*Education for Democracy*, U.S. Department of the Interior, Washington, D.C., 1936. (74 pages)

Using the community-wide forums at Des Moines as a basis for analyzing forums—what they are, how organized, what results—this work describes the types of forums now in operation and explains in detail the techniques for forum management. The analysis of the Des Moines program contains examples and statistics. A bibliography on discussion meetings is included.

*Group Discussion and Its Techniques*, Superintendent of Documents, Washington 25, D.C., 1942. (57 pages)

This study is an invaluable bibliographical guide for the person who is interested in group discussion of all kinds. It lists books, pamphlets, and articles under two main heads: techniques of group discussion; and, history of the group discussion movement. The first part of the bibliography is broken down further to point out works of special interest to certain groups: teachers, religious leaders, librarians, etc. Under the heading of history are listed works which explain the development of group discussion in the various states, in the school, in the library, in the church, in foreign countries, etc.

*How to Conduct a Meeting*, John Q. Tilson, Oceana Publications, N.Y., 1950. (64 pages)

This work is a condensed manual of parliamentary procedure which outlines the principles for conducting a formal meeting.

*How to Teach Adults*, The Seabury Press, Greenwich, Connecticut. (47 pages)

After a brief summary of the principles and methods of adult education in general, the pamphlet treats in detail the discussion method as a means to gain maximum group participation. The qualities and duties of a discussion leader are presented. Examples are used to explain how to set the stage for the discussion, how to start it, how to keep it going, and how to conclude it. A check-list for discussion leaders is included.

*Learning Through Group Discussion*, The Junior Town Meeting League, Columbus, Ohio. (31 pages)

In this study, group discussion is presented as a valuable learning device for use in the classroom. Various techniques are described in detail with the emphasis on the fact that the discussion, though it is an important part of the teaching program, is a means and not an end of the teaching-learning process. Check lists for appraisal and evaluation of results are included as a guide for the teacher and the student.

*Let's Have a Discussion*, League of Women Voters, Washington, D.C., 1946. (13 pages)

The discussion method is important because it is used to clarify issues and to develop plans of action. With this as the basic theme, the article makes concrete suggestions on the functions of the discussion leader and the procedures necessary for a proper group discussion.

*Let's Talk About It*, National Council of Jewish Women, N.Y., 1949. (18 pages)

After preliminary remarks on the value of discussion and its purpose, the article explains the various essentials necessary for gaining good discussion; it emphasizes planning and the fact that the discussion works well within its objective. It lists the basic principles necessary for group discussion: presentation of the problem, group's reaction to the problem, the problem related to the facts, the reaching of a logical conclusion, and the follow-up plans.

*Let's Talk It Over*, Howard Y. McClusky, Standard Oil Co., New Jersey, 1950. (15 pages)

This pamphlet is a general summary of the need for discussion.



groups in this age of specialization and an indication of what discussion can do, both for the community and the individual. The author lists tangible results that have been accomplished. He also points out that through discussion a person learns to think for himself and to understand other people in relation to the problems they face together.

## MAGAZINE ARTICLES

"Everybody Has Ideas," Virginia Cowan and C. C. Kilkes, *Nation's Business*, Vol. 34, February, 1946, p. 110.

Description of the "bull session" method used by Chamber of Commerce, Manhattan, Kansas, to develop a program for the year.

"Experimental Research in Group Discussion," Milton Dickens and Marguerite Heffernan, *Quarterly Journal of Speech*, Vol. 35, February 1949, pp. 23-29.

A scholarly study that summarizes research done on topics used in discussion, types of discussion, etc. The authors point out need for more research in various aspects of the problem.

"Wanted—Youth Forums," Dorothy Gordan, *Parent's Magazine*, Vol. 23, February, 1948, p. 28.

Need for youth forums is vital—young people are our future citizens. The author draws on her experience as moderator of the N.Y. Times Youth Forums to illustrate her theme.

"Verbal Intelligence and Effectiveness of Participation in Group Discussion," Norman E. Green, *Journal of Educational Psychology*, Vol. 41, November 1950, pp. 440-445.

Attempts to establish correlation between "vocabulary power" and participation in group discussion.

"A Method of Evaluating Group Discussion," Melvene D. Hardee and Margaret Bernauer, *Occupations*, Vol. 27, November, 1948, pp. 90-94.

Describes a checklist used to evaluate group leaders. This is an attempt to find the highest and lowest ranking techniques.

"Forums . . . N.Y. City Experiment," Margaret Hicky, *Ladies' Home Journal*, Vol. 64, November, 1947, p. 23.

Description of the work of the N.Y. Education Council in setting up discussion groups under sponsorship of various agencies. Success and failure explained in terms of practical results.



"Discussion:—why—when—how," *Independent Woman*, Vol. 24, June 1945, pp. 163-164.

Informal atmosphere of group and the fact that the leader must be a "people-lover" are two ideas stressed in this article.

"A Procedure for the Appraisal of the Mechanics of Group Discussion," R. Stewart Jones, *Progressive Education*, Vol. 28, January, 1951, pp. 96-99.

Describes a method used to measure several aspects of group discussion—participation, sequence, leader's comments, and silence time. Methods used were recording and timing. Though results were not conclusive, method could be used as an aid to improving group discussion.

"Alice in Panel Land," William M. Lamers, *Clearing House*, Vol. 24, March 1950, pp. 421-423.

An amusing satire on the shortcomings of panel discussion.

"Library Group Discussion," A. Orin Leonard, *Library Journal*, Vol. 76, March 1, 1951, pp. 379-382.

Advocates a total community approach to discussion of books instead of a library-centered activity. The library can foster better community relationships through such a program.

"Experimenting With the Discussion Method," Frances M. Mauck, *Journal of Home Economics*, Vol. 41, October, 1949, pp. 454-455.

The use of discussion in a course on the origin and development of the fashion movement. Research was necessary on the part of the student to gain background for discussion.

"The City Tells Its Story," Henry Davis Nadig, *The American City*, Vol. 64, October, 1949, pp. 106-107.

The conference as a medium of municipal public relations.

"Leading a Horse to Water," Cornelia Stratton Parker, *Atlantic Monthly*, Vol. 175, March 1945, pp. 101-106.

A spirited narrative of an attempt to start a forum movement in Massachusetts. After many rebuffs and hardships the author finally did get some forums started only to find that they died out. Her conclusion is that it is a mistake to aim for *numbers*; if only a group of five people in each community can be found "willing to get together to become more intelligent, to increase their value as citizens, with the good of the nation and the world their goal, sooner or later the far corners of the earth will know the difference."

"Panel Discussion: A Democratic Participation Technic," Hildegard E. Peplau, *American Journal of Nursing*, Vol. 47, May, 1947, pp. 334-336.

Explanation of the panel discussion procedure which can be used by the nurse to solve academic or actual problems.

"Report on Discussion 66," J. Donald Phillips, *Adult Educational Journal*, Vol. 7, No. 4, October, 1948, pp. 181-182.

Description of a discussion method which will obtain "total participation" with a panel discussion. A large group is divided into committees of no more than six people to discuss a specific problem or issue for six minutes.

*Saturday Review of Literature*, Vol. 29, January 19, 1946, p. 26. An editorial.

Advocates return to town meetings and forums to recapture "that intimate give and take which did so much to mold the policies of the early America."

"Discussion Technique," Helen S. Sharpe, *Practical Home Economics*, Vol. 25, September, 1947, p. 414.

Stresses the importance of the discussion leader in making preliminary arrangements and conducting the meeting.

"Let's Start at the Grass Roots," Hugh M. Tiner, *The Rotarian*, Vol. 71, November, 1947, p. 7.

The need for a community forum in order to "arouse the thinking of all classes" for the understanding of world affairs.

William E. Utterback, Special Editor, *Adult Education Bulletin*, Vol. XIII, No. 3, pp. 65-96. (complete issue)

The need for discussion in a democracy, with a series of articles pointing out what discussion has accomplished and what it can do in various fields, such as in the community, in administration, in management, and in labor. Extensive bibliography on discussion research, pp. 93-95.

"Political Significance of Group Discussion," William E. Utterback, *Annals of the American Academy of Political and Social Science*, Vol. 250, March, 1947, pp. 32-40.

Surveys the field of discussion, its rise and shortcomings, types of discussion groups, how discussion is used in many ways by organizations and groups. Concludes that perhaps discussion is destined to play an important role in American popular government. It may be a "modern substitute for the back fence as a political institution."

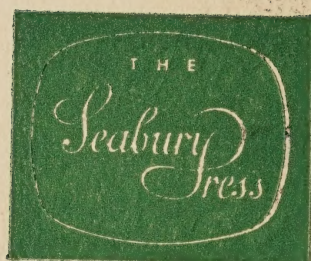
"School-Community Cooperation in a Community Forum," Philmore  
B. Wass, *Social Education*, Vol. XI, December, 1947, pp. 346-347.  
Economics class begins forum program after seeing need for one.  
Results of program evaluated in terms of students and community.











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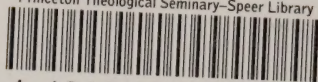


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